April 6, 1970

TO: WIQE Files

FROM: Julius W. Hobson

SUBJECT: ESEA Expenditures in the District of Columbia Public Schools

In an attempt to measure ESEA expenditures in the District of Columbia, we have run into the impossible situation of inconsistent reporting on the part of the D.C. Public School Administration.

In a report dated May 1969 entitled Evaluation of ESEA Title I Programs for the District of Columbia, 1967-1968 Clinton A. Neyman, Jr., the author showed on page 5-3 a 1968 total expenditure for Title I programs equaling $5,265,295, and on page 5-4 an expenditure for Title I summer programs of $823,891. Thus giving a grand total of $6,089,186.

In a report to Julius W. Hobson, Chairman of the Board of Education's Committee to Study the Implementation of the Wright Decree, dated May 26, 1969, the then Superintendent of Schools William R. Manning indicated in the attached charts a total of $1,772,841 spent on all ESEA programs in the D.C. Public Schools in FY 1968.

The D.C. Public School Administration reported to the United States Office of Education that in FY 1968 it spend $5,397,367 on Title I programs. The difference between the amount reported by the Superintendent on May 26, 1969 of $1,772,841 for all ESEA programs in 1968, and the amount reported to the U.S. Office of Education of $5,397,367 for Title I programs alone, is equal to $3,624,526.

If the FY 1968 expenditure on Title I reported to the U.S. Office of

Education is correct, then the D.C. School Administration failed to indicate where over $3,000,000 in Title I funds were spent. It is inconceivable that so large a percentage of ESEA funds would be spent in the Title I programs in the eleven parochial schools and the two special projects which are not accounted for in Superintendent Manning's report.

This vast disparity in reporting lends substance to the observations made by the Washington Research Project and the NAACP Legal Defense and Educational Fund in its recent report on Title I of ESEA. On page 6 of that report it is noted:

> "The District of Columbia school system charged the Title I budget during fiscal 1966 through 1968 for salaries of persons who were not performing duties connected with the program. The school system apparently selected each year a certain number of employees to be paid out of the Title I budget. For 1968 they selected 10 and the auditors found that only one of the 10 working primarily on Title I activities. The remaining nine employees were devoting only a negligible amount of time to Title I activities or dividing their time between Title I projects and other general school activities."

The office of Education requires schools receiving Title I funds to exhaust all other fund sources before using Title I funds in a project. In FY 1968, the school system alloted $278,438 of Title I money for the breakfast program and it returned $113,423 in unused funds to the United States Department of Agriculture.

Numerous errors appear in Superintendent Manning's report of May 26, 1969. The evaluation of ESEA Title I programs by Mr. Clinton Neyman is vague and not clear on the total amount of money spent for Title I programs. In light of the inaccurateness in and the vagueness of these reports it appears that the most authentic figure is the Title I expenditure figure reported to the U.S. Office of Education ($5,397,367).

In order to deal with the School Administration's failure to implement the Wright Decree in the Hobsonvv Hansen case it will be necessary for legal counsel to elicit accurate information through interrogatory backed by the power of the court. Notoriously absent in both reports (Superintendent Manning's and Mr. Neyman's)are adequate footnotes and explanations regarding their data.

Attachments

1968

Elementary Schools

Schools Above Median

Total ESEA Reg Budget Exp - 15,484,204
Total Regular Budget Exp — 14,829,027
Amount of Increase due to ESEA 655,177

4.4% increase due to ESEA

Children in schools Above Median 32,948 - 2
All money Ave Exp per pupil in schools above med = $470.00
Rg Budget " " " " " " " " = $450.00

35% of children
Median = $419.50 Based on ESEA money + Regular Budget funds

Schools Below Median

Total ESEA + Reg Budget Exp 22,471,997
Total Regular Budget Exp. 22,134,995
337,002

1.8% increase due to ESEA

Children in schools Above Median 61,062
All-money - Av Exp per pupil in schools above Med. = $368.00*
Reg Budget " " " " " " " " = $363.00

65% of children

1,100,181
1,047,604

59.3
1.8
57.5

419.5

50% of money on Below med

NFL
100

35% 65%

40.7%
59.3

94,010

40.7
4.4
36.3

419.50

38,231,830
38,011,623

626
2814

Total students
94,010

	Ave Exp Above Med.	Median	Ave Exp Below Med
	$470	$419.50	$369
students	35% 32,948		65% 61,062
★ Regular Budget	40 % $14,829,027		60 % 22,134,995
ESEA	63 % 655,177		37 % 392,427

~~Av Exp~~

~~TOT~~

★ ~~ESEA + regular budgeted funds~~

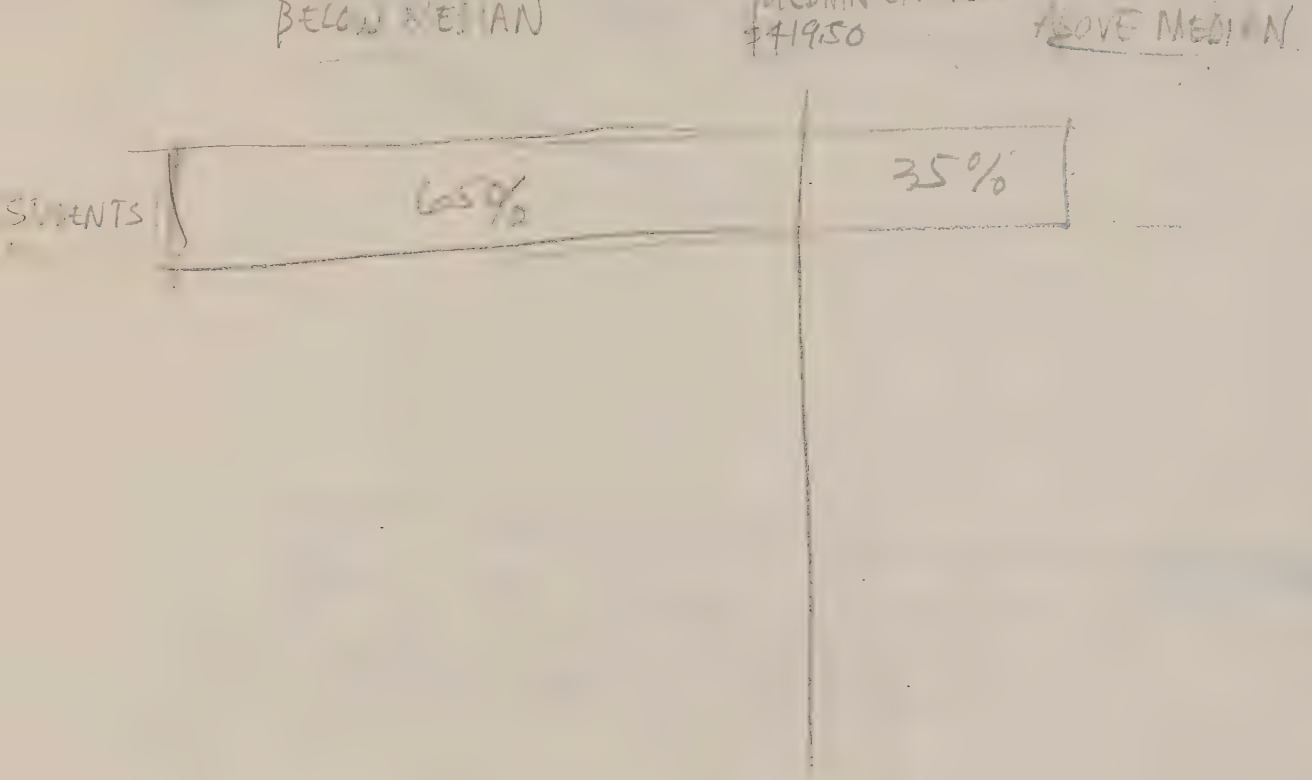
~~Elementary school~~

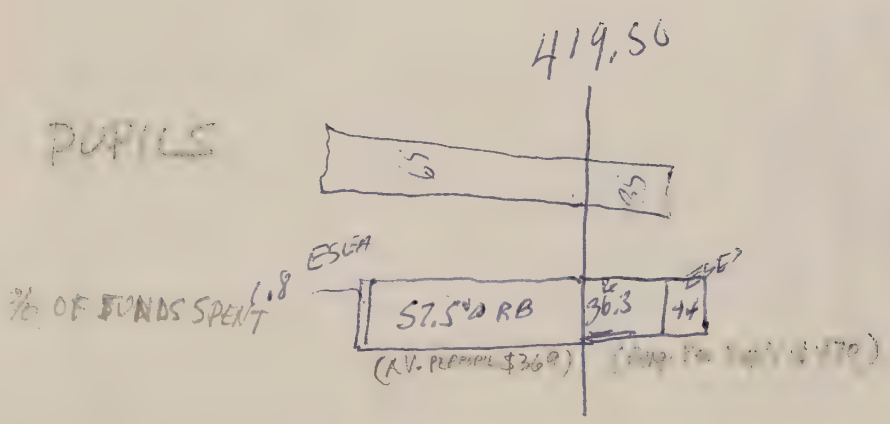
D.C. Public School - Elementary

Pupils and Expenditure in schools ~~Situated~~
Above And Below the median. ~~Expenditure~~

Expenditure per pupil

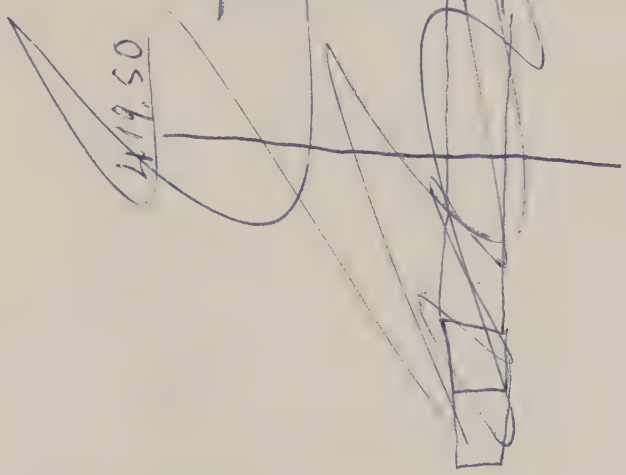
~~X Axis~~ Based on ~~ESEA~~ plus Regular Budget funds. Average Expenditure
Above Med $470; Below Med $369.


BELOW MEDIAN
MEDIAN EXP. PER P
$4950
ABOVE MEDIAN
STUDENTS
65%
35%



1. The Average expenditure per pupil based on all funds in schools above the median equaled $470.00

2. The Average expenditure per pupil based on all funds in schools below the median equaled 369.09



Percent of Pupils in Elementary Schools above and Blow
The median Expenditure per pupil. ~~Based on latest ESEA~~
~~plus Regular Budget funds~~ And Percent of ~~these~~ funds spent
~~on pupils at~~
on these pupils. 1961

651,177	100	64
392,422	37	
1,041,621	61.4	

* ESEA PLUS REGULAR BUDGET

450

32,948

Elementary Students

ESEA 4.4 → 15,484,204

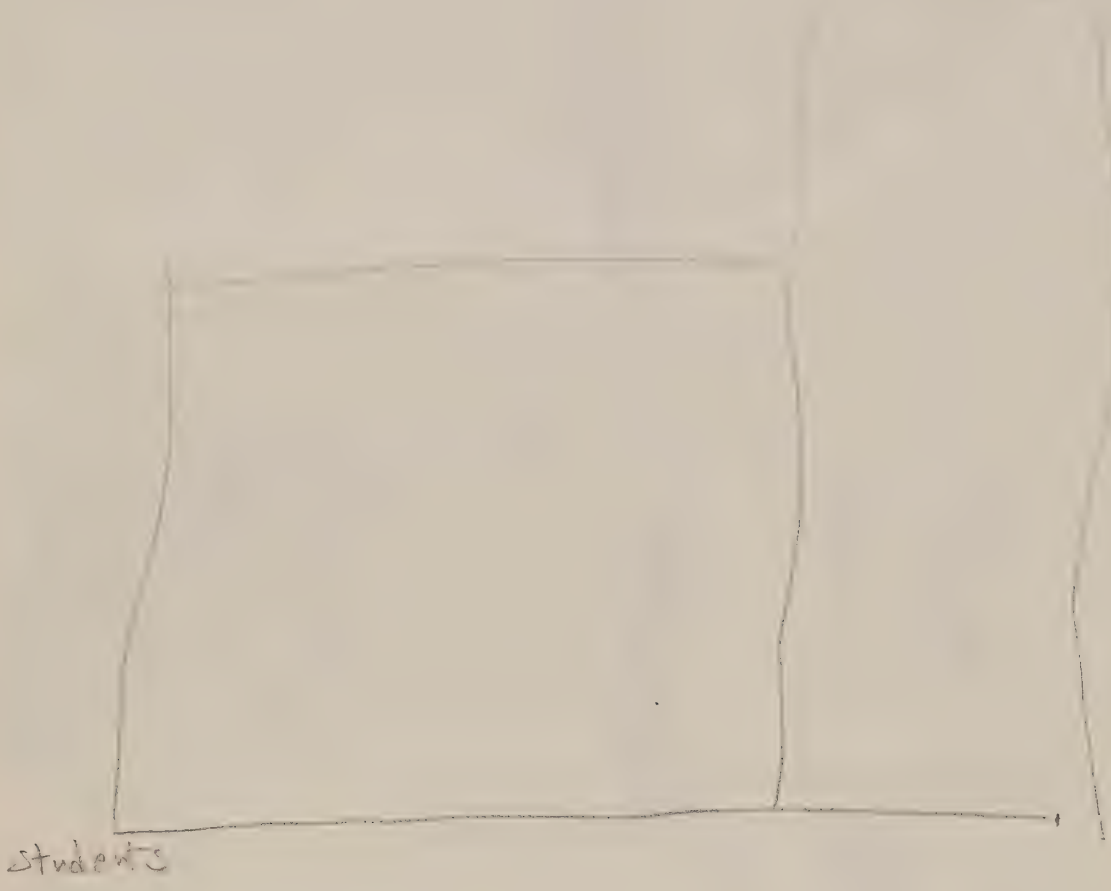
61,062

ESEA 1.8%

22,527,427

94,010
.35
4700 50
28203 0
3290 350

32,948
61,062
94,010
1


Students

$15,500,000
−$14,800,000
700,000

.0473 or 4.73%
$14.8 ⟌ $7.0000
592
1080
1036
440
444

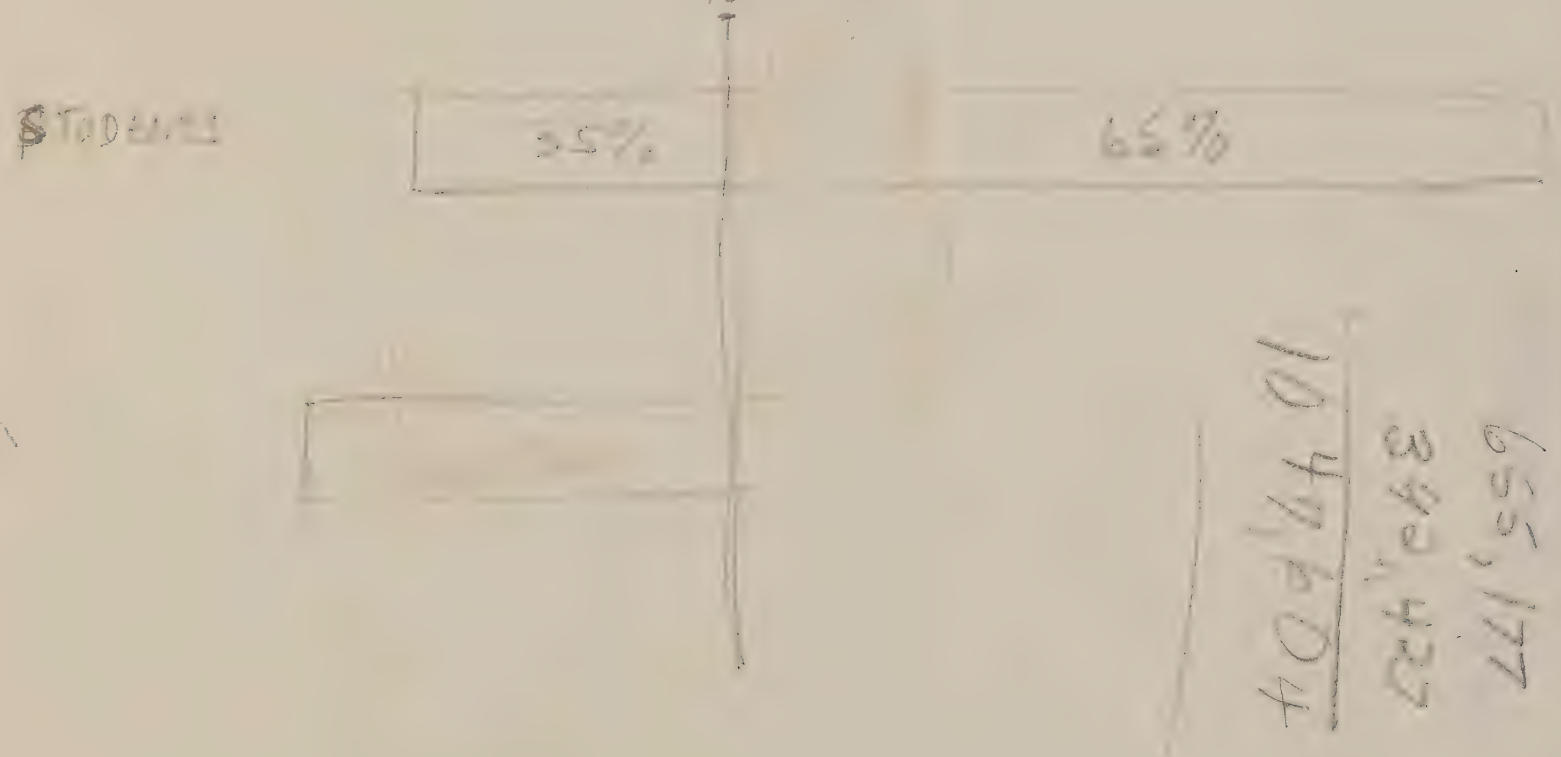
$$100\left(\frac{\$15.5}{\$14.8}\right)-100 =$$

1.0473
148 ⟌ 155.0000
148
700
592
1080
1036
440
444
0

= 104.73%
−100.00%
4.73%

14,829,027
22,134,995
36,964022

Students



FY 1968

3,999 + under

~~3,000~~

	Over	ADM	ave daily attendance
+1.	Bundy	354	398
+2.	Cleveland	~~548~~	429
+3	Cooke, JF	560	493
+4	Grimke	666	476
+5	Harrison	658	454
+6	Kenilworth	963	434
+7.	Langston	979	437
+8	Montgomery	591	429
+9	Mott	737	450
+10	Seaton	~~316~~	506
+11	Simmons	659	463
+12	Syphax	765	425
+13.	Thomson	528	421
+14	Wilkes Jones	657	462
~~15~~	~~Wilson, J.O.~~	~~865~~	~~461~~
+16	Slater	936	489
+17	Monroe	919	509
+18	Perry	360	656
		~~9773~~	

? 19. Lenox Annex 533 483

~~94,~~

~~94,~~

	Under	ADM	ave daily attendance
1X	Birney	1092	399
2X	Nichols ave	731	344
3X	Thomas	986	410
4X	Van Ness	884	381
		3693	

This is my total if Cook & Grimke do not match

Total Students in this category ~~94,~~

94,440

94,396

44 difference

Their total 94,440.5

~~93,~~

My total 93,680

~~94,~~

4/6/70

Memo

To — WDOE Files

From — 3rd Dir

Subj: Esea expenditures in D.C. Public Schools — 1968

In an attempt to ~~increase~~ ESEA ~~expend.~~ in the D.C public schools we have run into the impossible situation of inconsistent reporting on the part of the D.C public school administration.

~~D. to~~ In the ~~final~~ report by May 1969 entitled — Evaluation of ESEA

Title I Programs in the D.C., 1967-68 by Clinton A Deyman, Jr, of George Wash. U. Ed Research Project, pg 5-3 showed a total expenditure for Title I programs only in the 1967-68 school yr of $5,965,295. In addition the report showed on pg 5-4 a total expenditure for Title I summer programs of $823,891 giving a total of about $6,089,186. In a report to Julius Hobson, Chairman of Bd of Ed's Comm to Study the Impact to study the W.S., dated

May 26, 1969, the then Sup of Schools W. Kerr in Manning indicated the actual amount of ESEA programs in the DC Public Schools in the fy 1968.

The DC Public School admin in a report to the UN Secretariat in 74 1968 it spent a total of $5,397,367 of title I money alone. The diff between the amount reported on May 26 1969 of $1,772,841 and

~~and the~~ for all ESEA programs in 1968 and the amt reported to DS OE 5, _____ for these I programs alone = to 3,624,526.

~~Assuming that these to I to H report APs the Superintendent Memory On Aug 26, 1969, is correct~~

Assuming that the open on Title I alone reported to DS OE for FY 1968 is correct then the school admin has track to accrue ~~for~~ exact $3,000,000 in title I funds alone. But is not consistent that

under so large a percentage of ESEA funds would be expended for in the 11 parochial schools and several private schools in the Worcester, which are not accredited in any manner recognized.

The total disparity in reporting funds for instruction to the classroom teacher may be the worst [illegible] in the 11's second report on Title I of ESEA. On Pg 6 of that report it is noted" - first in

for the lawyers in this case to through interrogatory broad to requested power of the court to [redacted] from the D.C. Police records.

Notwithstanding absent in both reports (signature M Rep + [redacted] from R are inadequate testimonies of type of [redacted])

Results from the report by the ID Research Project on the murder by Tyler Jacobs by the D.C. Police Secure Administration, the D.C

15 (25) 16

appeal
Dr. S Nam R by May 26, 1969

Immediate efforts

The evaluation by CSEA I
Center
By the program is ~~not to be~~
valid + not clear on the
total cost by money spent
for title I programs. Due
effect of inacc + Deficiencies
of these reports it appears
that the most authen
figure is the ^ Title I exp figure
reported by U.S. DE ~~figures~~.
— Our issue to deal with
the failure to implement
the intent in the
HEW + the case it will be heard

FY 1968

40

4,000 + up

	Girls	ADM	All Ad Exp.	Girls	ADM	All Ad Exp.
1.	Amidon	610	475	1. Aiton	1,064	364
2.	Bliss	206	521	2. Banning	508	361
3	Bruce	519	528	3. Buchanan	674	405
4.	Bryan	851	435	4. Edmonds	348	346
5.	Burrill	561	461	5. Harrison	1,023	394
6.	Eaton	474	498	6. Hicks	1,017	361
7.	Hayes	220	525	7. Harris	1,162	360
8.	~~Langston Annex~~	~~33~~	~~483~~	8. Kingsman	715	409
9.	Lewis	713	423	9. Maury	542	415
10	Logan	755	468	10 Meyer	1,228	373
11	Longfellow	599	471	11 Mercer	943	402
12	Madison	714	439	12 Payne	834	398
13.	Monroe	613	490	13 Tyler	955	413
14	Parkview	975	438	14 Watkins	1,172	352
15.	Smothers	633	418	15 Wells	989	407
16	Sumner	929	475	16 Wheatley	895	403
17	~~Kennedy~~	~~1014~~	~~405~~	17 Young	1,524	328
18.	Pierce	354	516	18 Taylor	267	412
19.	Ludlow	303	447	19		
20	~~Cooper~~	~~323~~	~~439~~			
21	~~Grant~~	~~128~~	~~607~~			
22	~~Stevens~~	~~337~~	~~506~~			
23	Cramwell	467	438			
	~~Blair~~	~~1028~~				
	Blair	219	507			
	Wilson JO					
	Bowen	865	461			
		621	496			

10218

15,760

Total students in this category ~~7,718~~

FY 1968 8,000 + up

Over	ADM	Ave Exp	Under	ADM	Ave Exp
~~1. Benton~~	~~621~~	~~446~~	1. Burrough	919	391
~~2. Jersey~~	~~542~~	~~433~~	2. Keene	845	378
~~Burroughs~~					
3. LaSalle	1,029	448			
~~2,192~~			~~1764~~		

1029

1764

Total Students in this Category ~~1956~~ 1793

15

TY
1968

7,000 & up

over	ADM	Dell Ave Enp
1 West	541	445
2 Brookland	369	423
3 Grant	128	607

1088

Lindsey	ADM	All Ave Enp.
1. Beers	921	371
2 Brightwood	741	384
3 Stone	830	345
4 Kimball	1,319	328
5. Noyes	654	394
6. Taperna	552	246
7. Whittier	1,212	362
8. Randall Highlands	446	350

6680

Total students in this category 7768

FY
1968

Over

		ADM	All Av. Mbp
X 1.	River Terrace	537	426
X 2	Truesdell	~~1077~~	~~461~~
		~~[illegible]~~	
	Peabody	274	703
		1,888	

Under

		ADM	All Ex. Exp.
X 1.	Adams	620	392
X 2.	Bancroft	1,074	372
X 3.	Bernard	1,071	385
X 4.	Draper	1,394	348
X 5.	Green	1,360	334
X 6.	Hendley	1,527	317
X 7.	McCogney	1,353	306
X 8.	Orr	371	335
X 9.	Patterson	1,292	370
X 10.	Petworth	720	360
X 11.	Raymond	1,000	386
X 12.	~~Takoma~~ Petworth	1,081	357
X 13.	Simon	1,197	338
X 14.	Woodridge	607	405
	~~15. Randall Highlands~~	~~446~~	350
X 16.	Powell	900	401
		~~[illegible]~~	
		~~[illegible]~~	
		15,567	
		~~[illegible]~~	

1077
461
616

18

Total Students
in two categ ~~[illegible]~~ 17,455

1968
FY

9839

Brent
Eckington

4715 | [illegible]
273 | 423

[illegible]

Carver 323 437
Stevens 331 500

5429

22
Edwards

552 916

[illegible]

14,221

Total students
in this category [illegible]
19,650

FY
1968 # 10,000 + up

Over	ADM	All Ave. Eq	Under	ADM	All Ave. Eq
[redacted]			[redacted]		
~~1. Hyde~~	~~131~~	~~418~~	~~7. Jefferson~~	~~118~~	~~387~~
X 2. Lafayette	746	444			
X 3. Mann	~~226~~ 228	456			
X 4. Marcy	653	469			
~~5. Jefferson~~	~~193~~	~~511~~			
X 6. Stoddert ~~Jefferson~~	928	516			

[redacted]

1853

[redacted]

[redacted]

Total # students

[redacted] 1853

7

~~228~~
~~28 / 5045~~
~~236~~
~~335~~
~~236~~
~~190~~
~~86~~
~~64~~

[redacted]

FY
1968 9,000 + up

Over			Under		
	ADM	Ave. Enr		ADM	Ave. Enr
1. Langdon	675	474	Bunker Hill	1,158	352
2. Hyde	131	418			
3. Fillmore	193	511			

= 1,158

= 999

Total # 2157

1,158
675
375

FY
1968 11,000 & up

Over	ADM	All av. Exp	Under	ADM	All av. Exp
1. Eaton	440	528	1. Hearst	284	399
2. Oyster	273	420	2 Jackson	118	387
3 Janney	542	433			
	1255			402	

Total # students
1657

991/713.00

W

3. Give a breakdown of the use made of the Perkins Special Assistance money:

Total allocated $151,800

Amount for lunches $ 26,022

Amount for breakfasts $12,355

Facilities and equipment to be returned to USDA for reallocation None

Amount for reallocation $113,423

Why not used All known needy students were fed free lunches.

4. Describe how above allocations were determined. Was a survey made? Were funds allocated to specific communities? Did school districts apply on a first-come, first-serve basis, etc.? Who made the final decision? Funds were used in 39 Model Division and Title I Schools for lunches, and in 107 Schools for breakfast program for needy elementary school children. Decision made by Superintendent of Schools on basis of recommendation of Director of Department of Food Services.

D. How much will you need for free and reduced price lunches and breakfasts for the 1969-70 school year?

$950,000

VI. Would it simplify administration of the school food service programs if the separate funds for Sec. 4, Sec. 11, breakfast, and special assistance were consolidated? Please explain.

Yes. This would considerably simplify the administration of the program, and would allow greater flexibility to meet changing needs. We strongly support this idea.

Analysis of the District of Columbia school food service report:

The report filed by the DC director of food service raises a number of factual questio ns, and fails to give a full picture of the child feeding problems in the city.

1. The DC report shows the dity was allocated $151,800 in special assistance funds (Section 32) and returned $113,423 unused, explaining that all knwon needy children were fed free lunches.

The report shows that 20,524 children received free or reduced price lunches on the average day in 1968-69. In July, however, the DC school system reported that 67,000 Title I ESEA children, or those from low income famil ies, were enrolled in public schools.

While the department of food service was reporting that all known needy children were being fed, the school board was reporting another 45,000 children who needed similar help did not get it.

Some of the confusion may be cleared up when the District makes available its criteria for free meals and explains how it determines what is a reduced price meal.

2. The DC report shows participation is low. Of the 135,000 children reported in attendance each day on the average, only 36,000 participate in the lunch program — or about one in four.

Only 13 elementary schools out of 187 elementary and secondary schools do not provide lunch service -- or about 5,000 children do not have access. The problem is, however, that most elementary schools are served by a satellite food service system available only to children who get free meals. Children whose parents can pay are excluded.

5. What criteria do you use for reporting free and reduced price lunches in your state? Describe criteria.* Are criteria uniformly used by all schools in state? Free lunches are offered to all needy children. Reduced price lunches began in 8 Model Schools with preparation facilities, as of April 15, 1969.
6. Do you consider lunches for which a child works as a free lunch for reporting purposes?

No.

III. SCHOOL BREAKFASTS

1. Total No. of breakfasts served in 1968-69 1,429,728 (Estimated)
2. Total No. served free 1,429,728 (Estimated)
3. Average price of breakfasts where children paid None Paid
4. Average daily participation in breakfast program 8,665 (9,700 Jan.-June)
5. No. of schools in the breakfast program 107

	1967-68	1968-69	Schools serving breakfast only
Public	106	107	None
Private	None	None	None

IV. USDA'S REGULATION (October 1968) FOR DETERMINING ELIGIBILITY FOR FREE AND REDUCED PRICE MEALS

1. Please enclose a copy of your State's guidelines issued to local school districts pursuant to this regulation.
2. Did you send other interpretive material to schools? Please enclose copies.
3. What kind of technical assistance or guidance did you provide to school districts to help them implement these new regulations?

In process of being determined.

*Please use separate sheet where necessary to provide a full answer or explanation.

34,660 - # miles
48,500
160

UNITED STATES SENATE

SELECT COMMITTEE ON NUTRITION AND HUMAN NEEDS

NATIONAL SCHOOL LUNCH PROGRAM

Request for Information from State School Lunch Directors
1968-1969

I. GENERAL INFORMATION

1. No. School Age Children in State, 1968-69 145,063

   No. School Districts in State 1

   ADA 135,263 enrolled in schools

2. No. School children participating in NSLP in 1968-69 140,066

3. Av. Daily Participation (ADP) 36,469

4. No. Schools in State (Public) 187.

   Elementary 142 No. in NSLP 129 ADA 83,505 ADP 23,929

   Secondary 45 No. in NSLP 45 ADA 47,100 ADP 12,540

II. FREE AND REDUCED PRICE LUNCHES

1. No. Served in 1968-69 3,466,311 Total No. Free 3,423,657

   Total No. Reduced 42,654

2. Av. Daily No. Children receiving free and reduced price lunches 20,542

3. Percentage of total number of lunches served free 57% of Grand Total of all lunches served to children were free needy lunches.

4. Average No. of Lunches per day in following months:

	Free	Reduced Price
Nov. 1967	17,296	None
Nov. 1968	19,571	None
March 1968	18,718	None
~~March~~ 1969	20,903	None
~~April~~ 1968	18,296	None
~~April~~ 1969	20,984	1,156 (4/15-30/69)

(Reduced Prices began on 4/15/69)

4. How many school district plans for free and reduced price meals were received in your office by February 1, 1969? NONE

5. How many plans were rejected as inadequate? For what reasons did you consider these plans inadequate? Describe fully. Indicate what efforts you made to bring these districts into compliance.
NONE

6. How many plans were approved as of June 30, 1969? NONE

7. How many not received? NONE How many rejected? NONE

8. Please list the districts which you are not recommending for renewal of contracts because they are in noncompliance as of June 30, 1969. Please give reasons in detail and cite what you are doing to help these districts comply with the USDA regulations.

NONE.

V. FINANCIAL ASSISTANCE

A. Sec. 4 Funds 7¢ per lunch was rate approved for private school in NSLP. All public school lunches during regular school year were reimbursed at about 4½¢

1. Describe the reimbursement rate schedule which you used for the 1968-69 school year. In previous years, no reimbursement was claimed for elementary needy lunches because they were formerly paid for from D.C.Appn.

2. How does it differ from the schedule used in 1967-68? All secondary school lunches and paid elementary school lunches were reimbursed at $.0843+, in 1967-68.

3. How many schools, if any, received the additional 25¢ for free lunches?

None.

B. Sec. 11 Funds - All lunches served in 39 Model and Title I schools received 20¢ reimbursement rate from March 1 until the funds were exhausted.

1. Describe the reimbursement rate schedule you used for the 1968-69 school year. (See above)

2. How does it differ from your procedure for using Sec. 11 funds in 1967-68? 22 Target Schools in needy areas received 15¢ a lunch in 1967-68 (227,234 free needy lunches) for which no other funds except Sec. 4 funds had been provided.

C. Special Assistance Funds allocated to your State from the $43 million ("Perkins") ("Special Section 32") money:

1. When did the program begin in your state? April, 1969

2. Describe the procedure for allocating the funds in 1968-69. Does it differ from the way Sec. 11 funds are distributed in this regard? Why? All Meal For Us By Public Schools Program

SUMMARY

	1968-69	1969-70
BREAKFAST PROGRAM		
Total Breakfast	1,429,728	2,500,000*
Total Food Cost	$ 276,942	$ 454,000
FUNDING		
IMPACT AID	181,000	193,000
FEDERAL BREAKFAST FUNDS	51,347	61,405
SECTION 32 NSLP	12,353	150,000*
SPECIAL MILK PROGRAM FUNDS	32,242	49,595*
	276,942	454,000

LUNCH PROGRAM		
D. C. APPROPRIATION	1968-69	1969-70
Personnal Services	2,334,700	2,800,000
FEDERAL GRANTS		
Section 4	255,328	260,564
Section 11	75,393	281,173
Section 32	151,800	239,423
Non-Food	1,182	15,506
	483,703	796,666
SALES (pupil and adult payments for food service)	1,633,637	1,800,000
TOTAL LUNCH PROGRAM	4,452,040	5,396,666

* Projected

Exhibit D

April 6, 1970

TO: WIQE Files

FROM: Julius W. Hobson, Director

SUBJECT: ESEA Expenditures in the District of Columbia Public Schools

In an attempt to measure ESEA expenditures in the District of Columbia Public Schools, we have run into the impossible situation of inconsistent reporting on the part of the D.C. Public School Administration.

In ~~the~~ A report ~~of~~ dated May ~~XXXXXXXX~~ 1969 entitled Evaluation of ESEA Title I Programs for the District of Columbia, 1967-1968 ~~by~~ Clinton A. Neyman, Jr. ~~of the George Washington University Research Project,~~ the author showed on page 5-3 ~~showed~~ a total expenditure ~~of~~ for Title I programs ~~only in the 1967-68 school year~~ equaling ~~of~~ $5,265,295, ~~In addition, the report showed~~ and on page 5-4 ~~a total~~ an expenditure for Title I summer programs of $823,891, giving a ~~total~~ grand total of ~~about~~ $6,089,186. Thus In a report to Julius W. Hobson, Chairman of the Board of Education's Committee to Study the Implementation of the Wright Decree, dated May 26, 1969, the then Superintendent of Schools, William R. Manning indicated in the attached charts a total of $1,772,841 spent on all ESEA programs in the D.C. Public Schools in FY 1968.

The D.C. Public School Administration ~~in a report~~ reported to the United States Office of Education ~~declared~~ that in FY 1968 it spent ~~a total of~~ $5,397,367 ~~of~~ on the Title I ~~money alone.~~ programs. The difference between the amount reported by the Supt. on May 26, 1969 of $1,772,841 for all ESEA programs in 1968, and the amount reported to the U.S. Office of Education of $5,397,367 for Title I programs alone, is equal to $3,624,526.

~~Assuming that~~ the FY 1968 expenditure on Title I ~~alone~~ reported to the U.S. Office of Education ~~for FY 1968~~ is correct, then the D.C. School Administration ~~has~~ failed to ~~account for~~ indicate where over $3,000,000 in title funds were spent. ~~alone.~~ It is inconceivable that so large a percentage of ESEA funds would be spent in the Title I programs in the eleven parochial schools and the two special projects ~~(such as the Webster School)~~ which are not accounted for in Superintendent Manning's report.

This vast disparity in reporting lends substance to the observations made by the Washington Research Project and the NAACP Legal Defense and Educational Fund in its recent report on Title I of ESEA. On page 6 of that report it is noted:

> "The District of Columbia school system charged the Title I budget during fiscal 1966 through 1968 for salaries of persons who were not performing duties connected with the program. The school system apparently selected each year a certain number of employees to be paid out of the Title I budget. For 1968 they selected 10 and the auditors found that only one of the 10 was working primarily on Title I activities. The remaining nine employees were devoting only a negligible amount of time to Title I activities or dividing their time between Title I projects and other general school activities."

Numerous errors appear in Superintendent Manning's report of May 26, 1969. The evaluation of ESEA Title I programs by Mr. Clinton Neyman is vague and not clear on the total amount of money spent for Title I programs. In light of the ~~inaccurateness~~ inaccurateness in the ~~XXXXXXXXXXX~~ and vagueness of these reports it appears that the most authentic figure is the Title I expenditure figure reported to the U.S. Office of Education of $5,397,367.

illustrations

In addition, ~~at WFOE~~ we have found ~~similar~~ numerous examples of misuse ~~of~~ Title I funds. Briefly, we ~~have found~~ include the examples of the Widening Horizons Program and the Saturday Music Program that are both supported by ESEA Title I funds though they fail to have academic improvement as their central purpose -- the fundamental requirement made by the Office of Education for Title I programs.

~~The school breakfast program exemplifies another type of violation by the D.C. School system in that~~ the Office of Education requires schools receiving Title I funds ~~not~~ to exhaust all other fund sources before ~~they can~~ using Title I funds in a project. In fy 1968, the school system alloted $278,438 of Title I money for the breakfast program ~~though~~ and it returned $113,423 in unused funds to the United States Department of Agriculture.

School Administrations

In order to deal with the failure to implement the Wright Decree in the

legal Counsel the

Hobson v Hanson case it will be necessary for ~~the lawyers in this case~~

through interrogatory backed by the power of the court to elicit accurate

information ~~from the D.C. Public Schools.~~ Notoriously absent in both

reports (Superintendent Manning's and Mr. Neyman's) are adequate footnotes and

explanations regarding their data.

Attachments

ESEA, TITLE III PROPOSALS

The Superintendent is submitting to the Board of Education for approval two proposals for funding under ESEA, Title III. It appears that some background information on the Elementary and Secondary Education Act of 1965 might be helpful, therefore the following discussion is included:

The Elementary and Secondary Education Act of 1965 provided funds under Title III for innovative programs in education. The funds were made available on an allocated basis to States for programs which had been submitted to the Title III Division of the Bureau of Elementary and Secondary Education of the U. S. Office of Education. These proposals were reviewed and evaluated by U. S. Office of Education staff and experts in special fields and recommendations made to the National Advisory Council on Title III. The Council also reviewed the proposals and with the recommendations from staff and experts made decisions on funding. The State and proposal initiators then received notification of approval or disapproval on projects which had been judged to meet the criteria established for Title III projects by the U. S. Office of Education. Responsibility for carrying out the project then rested with the project director and the local educational agency. Reporting to the U. S. Office of Education was a function of these groups with a coordinating function resting in the State Education Agency.

During FY 1968 Public Law 89-10 was amended and a change in procedures was effected. It was determined that each State develop a State Plan for Title III and upon submission to an approval of the Plan by the Bureau of Elementary and Secondary Education of U. S. Office of Education the State would assume the administration of the ESEA Title III funds allocated to that particular State. A requirement under the law was that the State Plan be developed in accordance with the guidelines. The Title III Unit in the then Department of Budget, Research and Legislation developed the State Plan and submitted it to the D. C. Board of Education which approved the plan on June 19, 1968. As with all State Plans certain minor changes in wording and in this case, a change to conform to format was requested by the U. S. Office of Education. These were made and the State Plan for Title III was approved officially by the U. S. Commissioner of Education on December 26, 1968.

With the approval of the State Plan, the District of Columbia State Educational Agency took over the responsibility for the administration of ESEA Title III. The State Advisory Council which had been included and approved in the State Plan was called together. The initial meeting on January 30, 1969 outlined responsibilities and procedures. A review of the status of projects and funds was made. This revealed that the only unobligated funds for FY 1969 for Title III are those designated for Special Education. Four proposals for this funding had been submitted to the Title III Office. It was agreed by the Council that it would review these proposals, have experts review them, meet in a session to make decisions on the proposals and make recommendations to the Superintendent of Schools relative to these proposals. The Advisory Council met on February 12, 1969. Project initiators were present to answer questions. The Council voted to approve two of the four proposals for submission to the Superintendent of Schools. The other two proposals were tabled for further clarification. The Council will continue to receive program proposals in all areas and will be submitting recommendations to the Superintendent from time to time.

The Superintendent is recommending the approval of the two proposals: "Rubella Children: Complete School Programs", a Pilot Project and "Mentally Retardates: Training Adaptive Behaviors" and the report. He further recommends that copies of the report be sent to the D. C. Mayor-Commissioner and the D. C. Personnel Office and D. C. Budget Officer for their information.

Enclosed are copies of the following materials:

- Purposes of ESEA Title III
- List of the Members of the State Advisory Council for Title III
- Abstract of Proposals
- Proposal: "Rubella Children: Complete School Program"
- Proposal: "Mentally Retardates: Training Adaptive Behaviors"

Questions related to the administration of the State Plan and Title III should go to: Dr. Joseph Carroll, Associate Superintendent or Dr. Mildred Cooper, Title III Coordinator at 347-6383.

Enclosures

Board Meeting
February 19, 1969

THE PURPOSE OF TITLE III, ESEA

I. OBJECTIVES

The Title III program of the Elementary and Secondary Education Act, is designed to encourage school districts to develop imaginative solutions to educational problems; to more effectively utilize research findings; and to create, design, and make intelligent use of supplementary centers and services. Primary objectives are to translate the latest knowledge about teaching and learning into widespread educational practice and to create an awareness of new programs and services of high quality that can be incorporated in school programs. Therefore, Title III seeks to (1) encourage the development of innovations, (2) demonstrate worthwhile innovations in educational practice through exemplary programs, (3) supplement existing programs and facilities. The heart of the Title III program is in these provisions for bringing a creative force to the improvement of schools and for demonstrating that better practices can be applied.

Since the innovative and exemplary programs supported by Title III are intended to contribute substantially to educational improvement, priority in funding is given to those projects which offer the greatest promise of advancing education and solving persistent problems.

II. THE INNOVATION PROCESS

To achieve these objectives, the Title III program affords local school agencies and opportunity to engage in various facets of the innovation process. Projects may be developed which (1) invent a creative solution to a problem, (2) demonstrate an exemplary program which might be suitable for widespread use, (3) adapt an exemplary program to local requirements and organize its incorporation into the educational program. Many projects will, of course, combine these functions.

Title III describes the stages of the innovation process as follows: Inquiry, Invention, Demonstration, and Adaptation.

> Inquiry is the stage in which knowledge from basic research is formulated into ideas and theories that can be used in inventing solutions to educational problems. Inquiry, in other words, represents activity that produces the intellectual raw material from which improvements can be invented.
>
> Invention is the stage in which applicable research and theory are molded into improvements that can be introduced in schools. The invention stage includes the design of an innovation, its refinement and, ultimately, its arrangement into an organized program which can be demonstrated.

Demonstration is the stage in which improvements which have been designed, tested, developed, and engineered in the invention stage are operated as models that can be emulated and adapted. The demonstration stage promotes an awareness of useful innovations which enables local school agencies to examine the feasibility of these innovations, to understand the factors affecting their use, and to consider how they might be adapted to particular needs.

Adaptation is the stage in which innovations that have been demonstrated in exemplary programs are adapted to local situations and put into widespread use. The adaptation stage serves to promote and perpetuate the acceptance and appeal of an innovation, and also to allow it to be adjusted to the unique requirements of a particular situation.

STATE ADVISORY COUNCIL FOR TITLE III, ESEA

Chairman: Dr. Taylor Whittier, Executive Director, Central Atlantic Regional Educational Laboratory

Previous Position - Superintendent of Schools, Philadelphia, Pennsylvania

Education - Ph.D, M.A., A.B., University of Chicago

Affiliations - Rotary Club, Treasurer, Association of Data Systems

Members:

Dr. Lloyd Elliott, President of The George Washington University and Chairman of the Consortium of Universities of the Metropolitan Washington, D. C. Area

Previous Position - President, University of Maine, 1958-1965

Education - Ed.D University of Colorado, A.B. Glenville State,
A.M. West Virginia University
Many honorary degrees

Affiliation - Chairman, Board of Directors, Central Atlantic Regional Educational Laboratory

Monsignor Thomas Lyons, Director of Education, Archdiocese of Washington

Previous Position - Assistant Director of Education, 1956-1964

Education - MST St. Mary's College in Baltimore, A.B. St. Mary's College

Affiliation - Vice President of the National Catholic Education Association

Mr. Harlan Randolph, Executive Assistant to the President, Federal City College

Previous Position - Deputy Director, Equal Health Opportunities Commission Public Health of HEW, 1966-67

Education - M.S. B.S., Ohio State University

Affiliations - Member, D. C. Health and Welfare Council - Member, Board of Director, Institute for Political Service to Society

Mr. Joseph Yeldell, Chairman of the Committee on D. C. Education, D. C. City Councilman, Regional Educational Planner, GEM Region Education Center, IBM

Previous Position - Teacher of mathematics in D. C. Schools

Education - M.S. University of Pittsburgh, B.S. D. C. Teachers College

Affiliations - Southeast Neighbors, Inc., D. C. Citizens for Better Public Education

Mr. Samuel Simmons, Assistant Staff Director, U. S. Commission on Civil Rights

Previous Position - Member, Board of Appeals and Review, Post Office

Education - B.A. Western Michigan University, Graduate Study in Public Administration, Wayne State University

Affiliations - Neighbors, Inc., Life Member, NAACP

Mr. Louis Kornhauser, Director, Great Cities Language Arts Project (Representative of Elementary Education)

Previous Position - Principal, Syphax Elementary School

Education - M.A. Teachers College, Columbia University, B.S. Wilson Teachers College

Affiliations - National Council of Teachers of English Committee on Language Learning in Urban Projects, Public School Representative to the Great Cities Research Council

Miss M. Patricia Goins, Principal Gordon Junior High School (Representative of Secondary Education)

Previous Position - Assistant Principal Kramer and Sousa Jr. High Schools

Education - M.A. Catholic University, B.A. Dunbarton College of Holy Cross (Doctoral work at Catholic University)

Affiliations - Member of Superintendent's Committee to Recommend Substitute for Track System, Member of DCASSP

Mrs. Dolores H. Francis, Teacher, Non-graded Primary, Bancroft Elementary School (Teacher Representative)

Education - B.A. D. C. Teachers College, attended Science Institute under EDC

Affiliation - National Consultant, Manhattanville Music Curriculum Program at Manhattanville College in New York

Dr. Jean Hebeler, Head, Department of Special Education, University of Maryland

Previous Position - Department of Special Education

Education - Ed.D University of Syracuse

Student Representative - From the Secondary Schools of the D. C. Public Schools
Lewis Anthony - Anacostia High School

Executive Secretaries and Ex Officio Members:

Dr. Joseph M. Carroll,
Associate Superintendent,
Division of Planning, Research and Innovation

Dr. Mildred P. Cooper,
Assistant for Research and Planning and
Title III Coordinator

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

SEP 18 1970

Our Reference: ESEA Title I
DCE/OD

MEMORANDUM TO CHIEF STATE SCHOOL OFFICERS

Subject: Advisory Statement on Development of Policy on Comparability

Prior to the passage of P.L. 91-230 (the 1970 amendments to the Elementary and Secondary Education Act), Program Guide #57 was issued to clarify the requirements for achieving comparability. It is the purpose of this memorandum, which will supersede Program Guide #57 following promulgation of forthcoming regulations, to inform you of the revisions in the comparability policy, pursuant to Section 109 of P.L. 91-230.

Briefly, P.L. 91-230 and this policy statement differ from provisions of Program Guide #57 in the following ways:

1. Section 109 of P.L. 91-230 requires a report on comparability on or before July 1, 1971. This policy statement recommends that local educational agencies submit their report to their State educational agency by May 1, 1971, in order that such data may be considered in reviewing project applications. Starting with applications for programs to be carried out during the 1971-72 school year, local educational agencies whose reports indicate a lack of comparability shall project staff assignments and budgets as they relate to the comparability criteria described below.

2. Section 109 of P.L. 91-230 provides that funds may not be withheld from a local educational agency for non-compliance with the comparability clause until after July 1, 1972.

3. Section 109 of P.L. 91-230 provides that services, taken as a whole, for each project area in a district must be at least comparable to services being provided in areas of that district which are not receiving Title I funds. Consequently, this policy statement does not provide the option given States in Program Guide #57 on reporting either all instructional expenses (Criterion B) or expenses for instructional salaries only (Criterion C).

4. This policy statement includes a special provision not contained in Program Guide #57. Pay for longevity (years of teaching) is not considered a factor in determining comparability.

5. This policy statement contains a special provision whereby a State educational agency may choose not to require the reporting of instructional expenditures from districts receiving small Title I allotments. Districts with only one school serving the same grade span (e.g., primary, intermediate, secondary), are not required to submit any data.

6. This policy statement recommends the following timetable:

January 1, 1971	Deadline for State educational agency to submit for approval by the Commissioner any comparability criteria it deems appropriate beyond those minimum criteria described in this policy statement. For subsequent years, additions or amendments to State-developed criteria may be submitted for approval at any time but may not be implemented unless approved.
May 1, 1971	Recommended deadline for local educational agency to submit to the State educational agency data on comparability for the 1969-70 school year. If such data does not demonstrate comparability for the period reported, the local educational agency shall submit, in addition, a plan indicating how comparability will be achieved no later than June 30, 1972.

December 31, 1971	Recommended deadline for local educational agency to submit to the State educational agency a report containing comparability data for the 1970-71 school year. Such data will be considered during the Spring 1972 project application review period.
Date of submission of Title I application, Spring 1972 and each Spring thereafter	Local educational agency submits to the State educational agency its application for projects to be conducted during the 1972-73 school year. Where data submitted by December 31, 1971, indicate comparability, the application shall contain an assurance that such comparability will be maintained. Where such data indicate lack of comparability, the application will include projected staff assignments and budgets as they relate to comparability criteria and an assurance that such projected staff assignments and budgets will be maintained. This procedure will be repeated in subsequent annual applications.
July 1, 1972	The State educational agency may withhold funds from a local educational agency which is not in compliance with comparability regulations.
December 31, 1972 and each December 31 thereafter	Recommended annual deadline for report of actual data for school year which ends in that calendar year. (E.g., by December 31, 1972, data for the 1971-72 school year should be submitted.)

What Comparability Means

Title I funds must not be used to supplant State and local funds which are already being expended for public educational programs and services in the project areas or which would be expended in those areas if the services were comparable to those for non-project areas. Within a district, instructional services provided with State and local funds1/ for children

1/ For the purpose of this policy statement regarding comparability, funds provided under P.L. 81-874 will be considered the same as State and local funds in determining local expenditure.

in project areas must be comparable to those services provided for children in non-project areas. Services that are already available or that will be made available to children in the non-project areas must be provided on at least an equal basis in the project areas with State and local funds.

Responsibilities of State Educational Agencies for Achieving Comparability

For projects which will be carried out after June 30, 1972, the State educational agency shall determine that, during the project period, instructional programs and services supported by State and local funds at each school of the local educational agency serving a Title I project area will be superior or equal to those programs and services at the schools of that agency which are not receiving Title I funds.

1. State responsibilities with respect to local educational agencies.

   a. Reports

      In order to determine a district's compliance with this requirement, the State educational agency shall require that each local educational agency submit a report containing data on comparability by the recommended deadline of May 1, 1971. If such data does not affirmatively demonstrate to the State educational agency that a comparability of services provided with State and local funds currently exists in the school district between project and non-project areas, the local educational agency shall also submit by May 1, 1971, a plan to achieve such comparability no later than June 30, 1972.

      This first report or plan should provide information for each school in the district, based on data from the 1969-70 school year. State educational agencies are responsible for determining whether the comparability data or plan to achieve comparability meets Federal and State requirements. Subsequent annual reports will be submitted by a date which the State educational agency will determine but which is recommended to be no later than the end of the calendar year in which the school year ends. This will ensure that data from the past school year are available during the spring period when project applications for the upcoming school year are reviewed.

In addition, local educational agencies will submit with each Title I application for the period beyond June 30, 1972, the following as appropriate:

> Where actual data for the second fiscal year preceding the period to be covered by the application indicated comparability, an assurance will be made that such comparability will be maintained. For instance, for a fiscal year 1973 application, fiscal year 1971 data will be used. Where such data indicates a lack of comparability, the application shall include projected staff assignments and budgets with an assurance that such projections will be maintained.

The State educational agency need not require reports from local educational agencies which have only one school serving the grade span at which it provides Title I services. Agencies with schools having Title I allocations of less than $50,000, but which have at least one non-Title I school serving the same grade span shall report only on staff assignments (i.e., average number of assigned certified classroom teachers, assigned other certified instructional staff, assigned non-certified instructional staff, and average daily membership) and must submit an assurance of comparability.

b. Compliance

For any period ending after June 30, 1972, the State educational agency shall withhold or defer application approval or payment of funds if a local educational agency fails to file necessary data assurances and projections as previously defined. Such action will be taken only after appropriate notice and an opportunity for a hearing as required by the Title I regulations.

c. Audit

State educational agencies shall perform such reviews and audits as may be necessary to ensure that the local educational agency correctly represents the instructional services provided at its schools.

d. Expenses

The State educational agency may, where reasonable and necessary, allow a local educational agency to use Title I funds to cover reasonable costs of establishing record-keeping procedures to meet reporting requirements.

2. State responsibilities with respect to the Federal Government.

   a. Reports

      Each State educational agency shall report to the Commissioner such information as he may request regarding the compliance of local educational agencies with comparability requirements.

   b. Development of criteria

      A State educational agency may establish comparability criteria beyond those minimum criteria described below. Initial State-developed criteria must be submitted to the Commissioner for approval by January 1, 1971.

Criteria for Demonstrating Comparability

The comparability requirements issued by a State educational agency to local educational agencies under its jurisdiction shall contain, at a minimum, the following data for each school included in the project application and the same average data for non-project area schools by corresponding grade span:

1. Average number of assigned certified classroom teachers.
2. Average number of assigned other certified instructional staff.
3. Average number of assigned non-certified instructional staff.
4. Amounts expended for instructional salaries (including amounts paid for step increases or other increases for length of service).
5. The amount included in expenses for instructional salaries which was paid solely because of length of service without regard to the quality of work.
6. Expenses incurred for other instructional costs (textbooks, library books, audio-visual materials, and other teaching supplies).
7. Average daily membership.
8. Such other data as the State educational agency may require.

The State educational agency shall base its determination of compliance with the comparability requirement on:

1. The ratio of pupils to assigned certified classroom teachers;
2. The ratio of pupils to assigned other certified instructional staff;
3. The ratio of pupils to assigned non-certified instructional staff;
4. The expense per pupil for instructional salaries, less amounts paid solely on the basis of longevity; and
5. The expense per pupil for other instructional costs.

The local educational agency's Title I schools must have equal or lower ratios and equal or higher expenditures than the corresponding averages for its non-Title I schools serving the same grade span (e.g., all elementary schools, all junior high schools, all high schools). Ratios and expenditures for each Title I school shall be considered "equal" to the averages for non-project area schools if they are within five percent of those averages in each category.

Criteria for Meeting Supplementing and Non-Supplanting Requirement

The State educational agency shall find a local educational agency in compliance with the requirement against supplanting if the local agency either:

1. Does not use Title I funds to support a service which has been supported previously by funds from State or local sources, or
2. Establishes, with respect to funds from State and local sources, that both the per pupil expenditure for instructional services and the proportion of expenditures for instructional services (calculated on a per pupil basis) spent at the schools serving its Title I project areas will be maintained at levels at least equal to the levels which prevailed before State and local support for the service to be supported by Title I funds was discontinued.

Each State educational agency shall require a local educational agency to submit with its Title I application:

1. A factual description of the services provided with funds from State and local sources at both its Title I and non-Title I schools that are similar to those which it proposes to support with Title I funds; and

2. Either a statement that none of the services to be supported with Title I funds have in the past been supported by funds from State or local sources, or such information as the State educational agency may require in order to determine that the local educational agency is maintaining its prior level of effort at the Title I schools.

Each State educational agency will take any necessary action, including the routine monitoring of activities of local educational agencies and investigations in response to complaints, to determine if its local educational agencies are complying with the supplementing and non-supplanting requirement.

Points of Clarification and Definitions for Criteria on Comparability, Supplementing, and Supplanting

1. Funds from State and local sources include all funds which the local educational agency receives from public sources within its State.

2. Instructional salaries include the salaries paid instructional staff directly and the indirect payroll expenses incurred by a local educational agency because of the employment of an instructional staff member. This definition does not include amounts paid for longevity.

3. Instructional services include the services of instructional staff members (principals, consultants, supervisors, teachers, school librarians, audiovisual, guidance, psychological, and television instructional personnel, secretarial and clerical assistants, and paraprofessional staff, such as teacher aides and student teachers) and the provision of textbooks, school libraries, audiovisual materials, and teaching supplies.

4. Non-Title I schools are the schools of a local educational agency which serve attendance areas not receiving Title I funds.

5. Title I schools are the schools which serve attendance areas designated by the local educational agency as project areas to receive Title I services. Private schools whose children participate in Title I activities are not included.

6. The State educational agency may wish to consider in its criteria the differences between small and large schools within a district. There may be a variance in per pupil instructional expenditures according to size of school.

7. To be eligible for Title I funding of summer sessions, the local educational agency must demonstrate that its project area schools were comparable to those in non-project areas during the second previous school year.

T. H. Bell
Acting U.S. Commissioner of Education

Copies to: State Title I Coordinators, ESEA

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Our Reference: BESE/DCE APR 15 1970

Mr. Juluis Hobson
102 G Street, SW.
Washington, D.C. 20024

Dear Juluis:

I am enclosing a list of Title I projects for fiscal year 1969, which I hope will be helpful to you. You will note that not all Title I projects were included on the listing you left with us, which we are also returning. We regret that the data available to us are so sketchy at this time. We anticipate maintaining closer surveillance over Title I projects in the District of Columbia in the future.

Also enclosed are summaries of Federal funds obligated by the District of Columbia since 1966.

Please let me know if I can be of further assistance to you.

Sincerely yours,

Richard L. Fairley
Acting Director
Division of Compensatory Education

(3) Enclosures

TITLE I, ESEA - D.C. PUBLIC SCHOOLS

	1966		1967		1968		1969		170	
	ALLOT.	EXP.	ALLOT.	EXP.	ALLOT.	EXP.	ALLOT.	EXP.	ALLOT.	EXP.
Low Income Children	5,381,927	5,381,927	5,397,367	5,388,672	5,397,367	5,397,367	4,965,578	4,965,578	5,249,534	N.A.
Handicapped	193,349	161,596	177,909	167,365	234,945	213,691	354,621	347,854	408,462	"
Neglected	---	---	27,255	27,255	123,008	99,722	137,184	87,697	174,319	"
Delinquent	---	---	39,506	33,300	178,300	165,721	197,888	165,611	278,118	"
Administration	75,000	40,903	75,000	75,000	150,000	146,935	150,000	150,000	150,000	"
Total	5,650,276	5,584,426	5,717,037	5,691,592	6,083,620	6,023,436	5,805,271	5,716,740	6,260,433	"

DISTRICT OF COLUMBIA
TITLE I
Fiscal Year 1969

Pre-kindergarten (Project 250)	$ 910,950
Episcopal Center	132,071
Reading Incentive Seminar	84,724
Urban Service Corps	65,750
Pupil Personnel	1,083,581
Staff Development	28,344
Follow-Through	152,828
Teacher Aides - Project 248	430,264
Project 263	97,286
Project 325	311,230
English in Every Classroom	10,000
Audio Visual Aids	38,782
Cultural Enrichment	20,000
Cardozo Data Processing	19,114
Webster School	183,000
Instructional Television	20,000
Staff Development - Project 322	414,000
Volunteers to America	6,000
Cooke School Special Art Program	9,376
Widening Horizons Tours for Teens	47,841
Hearing Aids, Eyeglasses and Clothing	15,156
Transportation	2,000
Sub-Total	$4,082,297*
Strengthening Instructional Service (In-Service Program)	38,616
Inservice Training Course in Reading	27,000
Mathematics Laboratory Project	8,647
Evaluation of Secondary Schools	96,750
Reading Program Using Bereider Inglewood Method	210,000
Stay Program In Secondary Schools	385,435
Reading Clinic	43,561
Speech Center	49,939
Staff Instruction in Model School Division	86,393
Community Schools Project - Model School Division	61,107
Planning and Evaluation - Model School Division	75,000
Total	$5,164,745**

* (As identified from Experiments and Special Projects by School Listing)

** Exceeds Title I allocation by $199,167.00. Difference made up with P.L. 874 funds, not separately identified.

April 6, 1970

TO: WIQE Files

FROM: Julius W. Hobson

SUBJECT: ESEA Expenditures in the District of Columbia Public Schools

In an attempt to measure ESEA expenditures in the District of Columbia, we have run into the impossible situation of inconsistent reporting on the part of the D.C. Public School Administration.

In a report dated May 1969 entitled Evaluation of ESEA Title I Programs for the District of Columbia, 1967-1968 Clinton A. Neyman, Jr., the author showed on page 5-3 a 1968 total expenditure for Title I programs equaling $5,265,295, and on page 5-4 an expenditure for Title I summer programs of $823,891. Thus giving a grand total of $6,089,186.

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Education is correct, then the D.C. School Administration failed to indicate where over $3,000,000 in Title I funds were spent. It is inconceivable that so large a percentage of ESEA funds would be spent in the Title I programs in the eleven parochial schools and the two special projects which are not accounted for in Superintendent Manning's report.

This vast disparity in reporting lends substance to the observations made by the Washington Research Project and the NAACP Legal Defense and Educational Fund in its recent report on Title I of ESEA. On page 6 of that report it is noted:

> "The District of Columbia school system charged the Title I budget during fiscal 1966 through 1968 for salaries of persons who were not performing duties connected with the program. The school system apparently selected each year a certain number of employees to be paid out of the Title I budget. For 1968 they selected 10 and the auditors found that only one of the 10 was working primarily on Title I activities. The remaining nine employees were devoting only a negligible amount of time to Title I activities or dividing their time between Title I projects and other general school activities."

The office of Education requires schools receiving Title I funds to exhaust all other fund sources before using Title I funds in a project. In FY 1968, the school system alloted $278,438 of Title I money for the breakfast program and it returned $113,423 in unused funds to the United States Department of Agriculture.

Numerous errors appear in Superintendent Manning's report of May 26, 1969. The evaluation of ESEA Title I programs by Mr. Clinton Neyman is vague and not clear on the total amount of money spent for Title I programs. In light of the inaccurateness in and the vagueness of these reports it appears that the most authentic figure is the Title I expenditure figure reported to the U.S. Office of Education ($5,397,367).

In order to deal with the School Administration's failure to implement the Wright Decree in the Hobson v Hanson case it will be necessary for legal counsel to elicit accurate information through interrogatory backed by the power of the court. Notoriously absent in both reports (Superintendent Manning's and Mr. Neyman's)are adequate footnotes and explanations regarding their data.

Attachments

April 6, 1970

TO: WIQE Files

FROM: Julius W. Hobson

SUBJECT: ESEA Expenditures in the District of Columbia Public Schools

In an attempt to measure ESEA expenditures in the District of Columbia, we have run into the impossible situation of inconsistent reporting on the part of the D.C. Public School Administration.

In a report dated May 1969 entitled Evaluation of ESEA Title I Programs for the District of Columbia, 1967-1968 Clinton A. Neyman, Jr., the author showed on page 5-3 a 1968 total expenditure for Title I programs equaling $5,265,295, and on page 5-4 an expenditure for Title I summer programs of $823,891. Thus giving a grand total of $6,089,186.

In a report to Julius W. Hobson, Chairman of the Board of Education's Committee to Study the Implementation of the Wright Decree, dated May 26, 1969, the then Superintendent of Schools William R. Manning indicated in the attached charts a total of $1,772,841 spent on all ESEA programs in the D.C. Public Schools in FY 1968.

The D.C. Public School Administration reported to the United States Office of Education that in FY 1968 it spend $5,397,367 on Title I programs. The difference between the amount reported by the Superintendent on May 26, 1969 of $1,772,841 for all ESEA programs in 1968, and the amount reported to the U.S. Office of Education of $5,397,367 for Title I programs alone, is equal to $3,624,526.

If the FY 1968 expenditure on Title I reported to the U.S. Office of

Education is correct, then the D.C. School Administration failed to indicate where over $3,000,000 in Title I funds were spent. It is inconceivable that so large a percentage of ESEA funds would be spent in the Title I programs in the eleven parochial schools and the two special projects which are not accounted for in Superintendent Manning's report.

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Attachments

Next Lesson for Ed.

Notes for Echo incentive and Effectiveness

Eff. I C.
Employee Tables
Merit Employee Recognition
→ Benefit
Admin.
Screen Absenteeism
How much money
you need, how
get it

Each Eff. - Read 50 - 75 K per year 3 - 5

I. Problem — Doesn't take place Echo.
Saving US income allocation
Can't decide - what rate.
Too little info
adequate comm
Lazy drunk / no accountability

II Need.

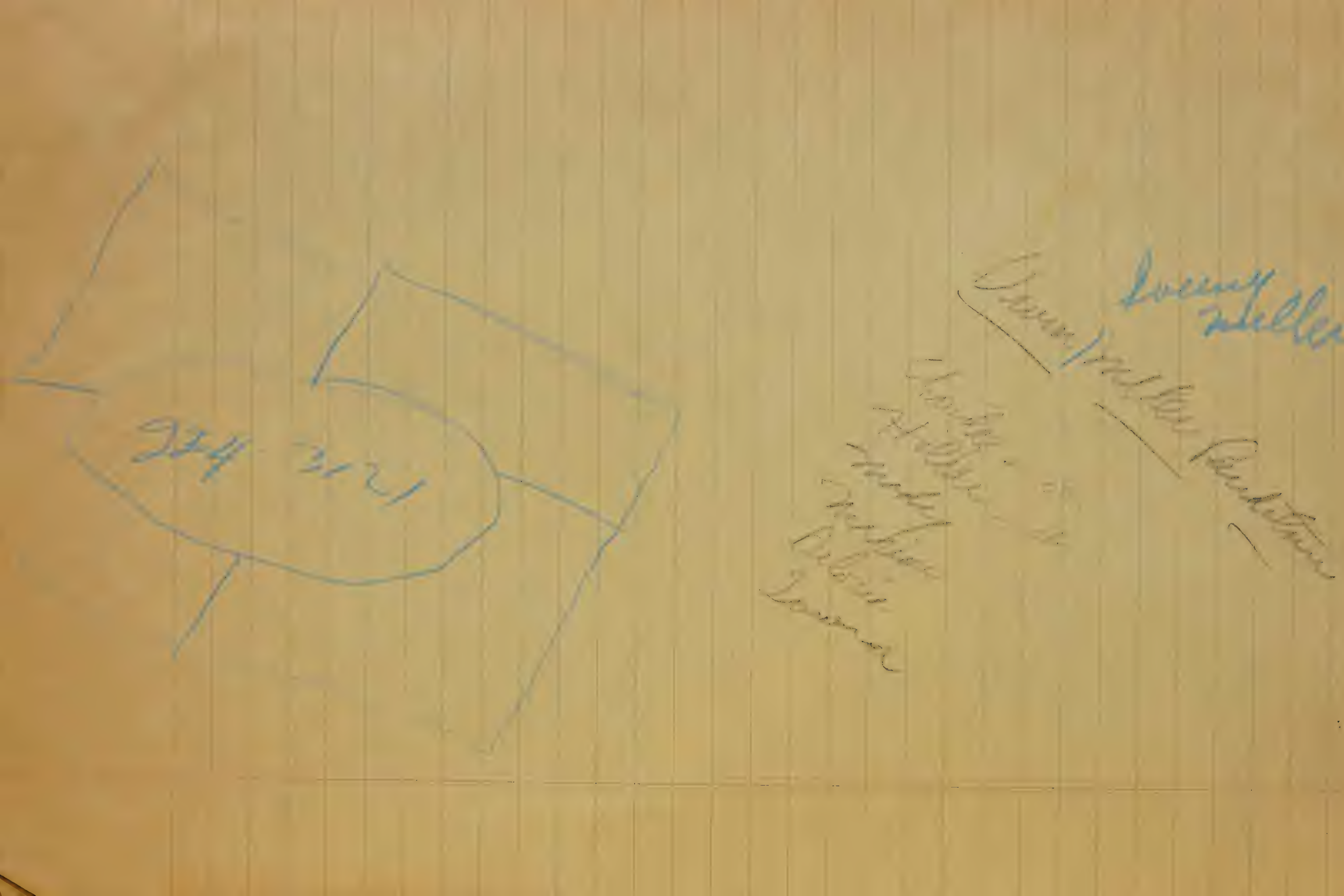
- Edu. Comm.

III. Case Approaches

IV - Differentiation - Effect - Reward - Individualization

V Budget - Limited - Reduced work

Need input
Regulations



I. Problem

decli e of urb n public education

bussing vs. resource allocation

court decisions as trends

too little money; declini rate of growth in dollar

Top page revolt

bad management

rigid institutions (e.g., unions)

citizen demands for accountability

II. Need to handle these pressures -- the info framework you intend to provide which will provide:

compliance with equal resource allocation

expenditure patterns

administrative absorption of resources

establish financial needs

monitor educational performance

III. Case application

DC -- why?

specify -- test

document via handbook

IV. Go National -- Dissemination

test and modify for different urban situations

inform and train, workshops et al.

institutionalize (school boards?)

link right away (advisory panel?)

V. Backup

WISE

Budget (50-75K per ye r for five years)

Hobson resume (more researchy)

Advisory committee resumes

Appendices (abstracts/extracts court decisions, etc.)

Problem

A. Delcline of urban public education in the U. S.--why does it matter?

1 Available data clearly indicates that pub. ed. as we know it in the U.S. is declining.

In cities kids not progressing (data thob). Ifx Instrt data which shows bab performance (national data)--reading, dropouts, educational performance measures (when graduate 6th grade reading lev etc.

2. S ocial disorganization consequences in ed. , criminal justice, welfare costs very heavy not only to kids but to everyone (national collective costs.

3. If can8t stop flow of additional generations of kids into whole downhill tract --costs increase

4. Urban education system prime instrument for stopping

B. Two major ways, bussing vs pouring money into spec. [illegible] have been tried. ....Supreme Court '54, Michigan experience, Richmond decision--other examples needed. Major congressional legislation (ESEA) Admin. announcements from Office of Ed. (Allen) Special Program/Experiments Anacostia, community control, oceanhill/bronsville, performance contracting (pick examples noone can argue with)

~~Political and economic~~ Implications of continued failure ~~in these areas.~~ These haven8t worked. Even if one thinks they are good strategies (bussing etc.) will be politically and economically difficult to carry out

Why? Can8t on a national basis pursue bussing and special programm

Why are they failing: Sentiment against idea of integration, expensi

small increasing in bussing since 1954. More bussing to maintain

integration than to achieve segregation. Bussing emotional idea,

if you are going to bus don8t have any energy left to concentrate

on improving educ. No evidence that busing immoves the quality of

education. Bussing West of Rock Creek park? Coleman report, Jenks,

Haverhurst.

Why haven8t special exp. programs worked--put in without clear

assessment of need of program, overlaping, never when been spread

out to benefit entire system, can8t mass produce, wasteful--re

discover the wheel, no kind of systematic planning. Purpose not

clearly stated, unclear so impossible to evaluate. No planned eval.

in terms of purpose.

(have said haven't worked--now must say why can't work if keep doing)

High political problem--won't buy integration. Use data, if

fact integration in northern cities declined over last two decades

T axpayer revolt--decline of urban taxbase. Other ~~cexkinx~~ demands

for funds. Center cities losing industray, tax ayers of low income.

Relative decline in tax base. Taxpayer relolt abong those $7thou to

$9 thou. Attitudes of black and white communities. Implecation of

economic pressures---if dont have money to do regualr programs won't

do experiments. No reason to believe effective buying power per pupil

will continue to grow at the rate it has in the last decade. 3) Whole

pressure of courts.

C. COURT DECISIONS AS TRENDS - Constitutional implication.

Howe pressure of Courts to force equal resources. Calif. Decisions establishes prohibition against funding schools from tax bases. Within school system Districts Equal resource distribution beteeen school districts within states---interpretation. Detroit Board of Education vs. Michigan. Stat4s's respon to each child. Judge Marriage (Richmond Va.) decision. Hobson I and Hobson II--deals with resource allocation. Mondale hearings.

This trend of court decisions on equal resource allocation can be viewed as an additional problem of the public schools or as an opportunity to develop a new strategy that either bussing or experimental programs. Why is it a positive thing? Whay does it give positive opportunties. Basic

Because means that you can give more children than would otherwise be case experience in public schools which educators agree are associated with high level of learning: high expertditure, equioment & supplies equally available qualified teachers, equal access to flexible abilit grouping prosess (explain) hete geneous grouping system, equal access to durriculums (allschools provide courses), opportu ity to hold schools/ teache s, principals accountable. Neithe bussing nor big experimental brograms do this (i.e. bussing just puts some children in good schools and some in bad schools etc.)

If you don't have enough resources--just equalize bad things. (bread divided four ways--everybody hungry) The resources from the

total pool available to children (books, teachers etc.), the more (heavy admin. costs, overhead, bad management info--don't know what hav you lose from pool/the less likely you are to get potential benefits of equal resource allocation. The worse mgt. less likely are to get potential benefits of equal resource allocation. The more money you can save, the more likely get benefit of equal resource allocation.

2. Opportunity for community concensus in support of schools --why build in basic strain of jealousy and unfairness with special program and bussing Accountability.

Can't put higher % of resources directly into what helps kids when you have an admin. system not committeed to doing that and doesn't know how to do it. Community control as customarily defined by provide committment but doesn't provide know-how and capability.

Righd interest groups create resistance to "inelastic"--tend to defend their current share of budged--and restrict amt. directly benefiting child.

II. NEED TO HANDLE THESE PRESSURES--THE INFO FRAMEWORK.....

Set of stepts which will relize positive opportunities from equal resource allocation., and which are feasible within limitedschol budgets and the admin. and instrit group limitations noted above.

Who needs what kind of information in what form in urban education ? Need information for policy. Example...if

people don't know X can't make intelligent decision about Y

-----nothin good happens,..bussing frm overcrowed schools to

undrcwwod schools, cant xxxxxxxxxxxxxxxxx

1. Inf rmation which produces pressure n the operating school

school administration. What does this mean? Must be understandable by people who will put pressure on--organized community groups (PTA, poverty groups etc.) and School Boards. Educational system becomes accountable to the community.

What does it mean about info? simple and understandable, not highly technical, must bear centrally on treatment of children (learning), must be in durable format--becomes familiar, easy to use. must indiatete what they could get without higher taxes--how much is being burned up by admin, waste etc.

The information should be organizaed by neighborhood unit--look comparativel . PTA---neighborhood, school Board--comparative information. Comparative advantage--one school getting $20, another $10. Regular basis--quarterly or semi-annual. Continuing need to keep hear on. Board needs it to make decisions and pass judgments... whenever coming up to some decisions. Assume elected Boards--who interested in community accountability. Strategy--realizing potential benefits from equal resources.

Compliance with equal resources allocation--What information is needed. How much money--total budget. Distribution of money from total budget by school. Qualifications of teachers by school (Teachers salaries--salaries reflect qualifications according to standards established by schools), distribution of books and supplies.

Expenditure Patterns. By schools

ADMINIstration absorption of resources. Adm. expenses, ratio.

/Establish financial needs. How do you determine how much money is needed to do good educational job? Success** if 90% of the children xx are at or above the national norm Ifxxllxxxxildrxnxhavxxxxxxxxxtoxxxxxxxxxxxxx How much money does it take to assure success. Average performance of suburban kids at higher level that urban kids??? Definition of success--what kind of criteria should be used? Should not be open ended (i.e. National Security) or no money is ever enough. Can use footnote to state that above criteria does not meet you exact support: however best that can be developed. Levels required to access to higher education. ETS? College Boards? Eompetence lèvels for employment at certain wage levels --medium wage (Navy data) Eli Flyer friend of Dave Bobrow. Office over at HuMMRO.

Determine number of teachers, small classeses etc. to xxtxxxinx achieve level. If you know what yo7 have in there areas with good data know how to achieve persor mance level stated above. Without data, can8t do.

Monitor Educational Performance Need set of regular measuremen within subscribed format comparable with previous measurements--which are made publically available. Thell adm. what precedures want, how to packabe it etc.

Have discussed how to run schools ecomomically, fairly, efficien tly. What are schools for? Management not enough alone (example of Ford breaking down on the way to the airport--despite low cost of car and how effieicent Fort motor Co.

Why should this proposal improve schools? Avoids some of the resistances that have hindered other efforts--political, economit and social. Racism, not to set down by blacks, not whim and caprice effort subject to the pressures of vested interests, avoid nationalism of bussing, ...eliminate political spotlight, concentrate on improvi education. Economic---buses const. Present constituency would not want this change--teachers union etc.---constituencies dependant on special interests. If this doesn8t work--rational , low cost , enlightenment---face revolutionary changes or accept what is going on.

III--CASE AP:PLICAT ION

To work our specific practical ways in which one gets the information required and distributes it and istutionalizes it as a regular part of urban education decision-making. 2) Need to try it in a real world case to show/prove its value.

Why D.C.--Only case in country where school system has complete statistical system. Know data there, access to data, school Board support, personal familiararity, problems typical of most major urban systems in the U.S.

Specify, test ---Tab plan, charts, grafts, anslysis of data success of utilization. Success in brining about change in D.C. (history--just a bit). Want to sound as dispationate practical economist.

Product? Two kinds of product. Documented set of procedures for applying and realizing benefits of equal resource allocation

(i.e. meeting the need discussed in section 2) 2) Hope for social benefits--elbow room, fair play. Can specify first product within certain specified time, cannot with second--only reasonable expectati with 3 to 5 years of compliance. If compliance within three years, will have some measurements of consequences within ~~fixx~~ five years.

/Document via handbook--implementing proceudures (like popular mechanics article) ~~Bxdxxxkx(kxxxxk)~~ Must treat as module so must lay total budget for case application demonstration--How much will it cos the foundation to get through this period. Handbood will come out o D. C. case.

Handbook: What you need, how you get it, how you commmnicate information to community groups, how you institutionalize this informational flow as a regular thing. "For this work we request $_____."

IV. GOING NATIONAL -- DISSEMINATION

Test and Modify for different urban situations. First: does procedures developed in D. C. work in urban centers? If not how can they be modified to do so? "tuning" Second: Disseminate to organizations in other areas, cities know how to persue this strategy Specify budget "For this work we will require $_____".

Have to supply rational basis for selecting other cities, why, who you would work with, what the time phasing is. (From the beginning you would have as "observers", ti d to educational institutions) urban universities

The major effort will be after D. C. manual is prepared (years one & 2 are D. C.---but will involve people from other cities in process

Inform and train, workshops et al. Teach people how to use procedures and motivate. No cost open attendance workshops to held at urban universities and colleges. People who attend won't pay. Institutionalize through universities.

What is going to happen at workshop? Hand out handbook. people have to work problems. Mini outline of [illegible].

Point of workshop---people use material to implement in own areas.

Audience? School Bd. members, Educational org. such as PTA, educ. betterment groups, taxpayers groups, community development groups, major associations in community (Ch. of Commerce, youth development media people who cover education), State Board of Education, State legislative staff of education committee--general catagories.

Workshop: 1. Basic orientation to nature of school data. Example

How to get help from elected officals

2. How to get data appropriate to their specific city Example. Number of alternatives ranging from....to... Public information rights.

3. How to evaluate data? ~~How to use it?~~ Example

4. What to do with data--how to use data to improve education in city. Example

1. Specific: Enrollment data, teachers, basic school budget catagories, contents and distribution of expenditures per penil.

Construct matrix: types of expenditures, kinds of distribution (How much to each school), Regular budget - central admin. Whatproportion of regular budgeted funds are used for administration. Indicate that we are not talking about blanket equality that doesn't make sence--talk about budget items that are "distributables" next talk about those thing which substract from the pools of distributables (admin overhead

What are the different kins of funds that school systems have?

What do you look at to tell how these funds are used? Where do you look for teacher salaries, etc.

What to look at to determine how different distributable items are distributed by school:

* Budgets by program budget? Dist. of curriculum tools impretant.

Admin unit budget? Not as important

Data on dollars per pupil, pupil teacher ration, #pupils, # teachers --- to create a "condition of fairness".

Oriented to data on how well schools are doing now--national norm data and how school compares with other similar school systems.

2. Direct request --how to locate right office, Budget and finance office etc. Where to go in school system. If this doesn't work- public information rights provided by law...how to get help from elected officials, city council, state legislature. , How to help school system develop data if it doesn't exist.

3. How to evaluate data? Simple consistency checks. Set of little procedures--consistency check exercises. Check to make sure data internally consist4nt. "grocery store arithmentic". Have to be careful about central enxx tendency measures. Multiple source of data---check one source against another. Board of Ed., Budget into, teacher's union trade assoc data, teachers manual----all sources of information. Picture examples of squeness. Logical consistency, sharp deviations--privide little illustration of 1. Multiple source, 2. Logical consistency 3. sharp deviation Error, dishonesty, completeness? Show up error etc. by

multiple sources

4. What to do with data--how to use to improve deucation in city? Litigation? Lecislation? Friendly pursuation?

Put together simple report cart which will communicate relative facts about their school to people in each neighborhood--prepare and distribute this kind of simple report card. ...relative to past performance, other schools in system /national norms. How well are your schools doing for your children? Regular report card on school. Make dummy layout of "report card". It's fine for students to have report cards, , why not schools.? Cross reference each imperica peice in layout to D. C. manual (This item is provided by page 3 & 4 in manual, etc.....) What should report card include: set of simple bar graphs which show how their school is doing

--~~T~~rs

1. Relative to national norm, 2. relative to other schools, 3. Hiscorical. Those comparisons should be against performance criteria and equall allocation of resources.

Develop substantial repoqting sceme (not telling how to vot but developing information system). Workship somehowhat modify reporting sceme developed for D. C. School Board then could make it regular reporting requirement of Superintendent.

Workship would have attracted people who would want to do these thing and would give them basic competence to do these things.

Workshops how to put together report cards etc.

How do you institutionalize: 1) report card to people, 2) reportin system to the School Board--school Superintendent.

Who are the groups who should take responsibility for institutional

S chool Board ado pst reporting system ~~xxxxxx~~ and directs schoool admin. to provide necessary info. S chool Board accepts respon of providing pericdic report card to parents and children in each school with the help of teachers/students of local educati nal institutions and interested groups.

The first one doesn't require that the school board get additional funds the second does requ~~i~~re some funds. How much? Annual report card $10,000 could be sup lied either from public or private local resources.

Link Right Away -- Advisory Panel? Key people who have already been observing this process, with D. C. portion would be implemeting key people for the procedures in the selected urban areas. Relationship with each city established early in project. People with established community position in terms of constructive reform (for example in D. C. it might be the D. C. citizens for public education)

Cost for this section--module--$_____

V. BACKUP

Budget---must look like research type budget

D. C. Module

	Year 1	Year 2
1. Salaries		
Project Director (½ time)	$ 15,000	15,000
Assoc. Dir. (full time)	15,000	15,000
Statistical Research Asst	10,000	10,000
Secretary	7,500	7,500
1 clerk typist	5,000	5,000
	$ 52,500	52,500
2. Fringe Benefits		
Health - life insurance, retirement (5%)	$ 2,625	$ 2,625
3. Overhead — 20 % of wages + salaries	10,500	10,500
Rent, electricity, water, heat etc.		
4. Consulting Services		
a. Statistical ($ 100 per day for 20 days)	2,000	2,000
b. Advisory Committee Mtgs — 2 per yr.		
5 members at $ 150 =	1,500	1,500
per diem + travel		
5. Publication + Reproduction		
a. Graphics (30 charts at $ 100/chart)	1,500	1,500
b. Publication -		
D. C. 500 copies @ $ 3.00		1,500

D.C. Module

	Year 1	Year 2
6. Travel		
Staff – present findings at professional societies & educational reform groups	$1,000	$1,000
7. Telephone $75/month	$900	$900
8. Postage & Supplies, Xerox $100/month	$1,200	$1,200
9. Equipment		
desks, cabinets, chairs	$1,000	
Typewriter & IBM calculator		

If compliance does occure will submit subsequent proposal for evaluating the educational consequences over a three year period. to be conducted concurrently with national project.

~~Trinton, N.J.~~ Richmond, Va. ~~Seattle~~, San Antonio
San Fran, Calif
Boston
Dayton
Baltimore
Atlanta
Detroit

National Module

	(1)	(2)	Years (3)	(4)	(5)
1. **Salaries**					
Project Director 1/5 + 1/2 time	6,000	6,000	16,000	16,000	16,000
Assoc. Dir.			17,000	17,000	17,000
Statistical Research Asst.			11,000	11,000	11,000
Secretary			8,000	8,000	8,000
clerk-typist			5,000	5,000	5,000
2. **Fringe Benefits** Health/Life insurance Retirement (5%)					
3. **Overhead** (20% of wages + salaries) rent, electricity, water, heat					
4. **Consulting Services**					
(a) Statistical ($100/day 12 days/yr)			1,200	1,200	1,200
(b) Advisory Comm. Mtgs (2 per yr.) 5 members @ 150/mtg. ($25/day) per diem + travel			1,500	1,500	1,500
(c) "Observers" - one/city ~~(4 meetings/year)~~ Travel + per diem					
4 mtgs 6 observers @ $150/mtg.	3,600	3,600	1,800	1,800	1,800
2 mtgs " " "					
(d.) Observers as local coordinators - @ 30 days work per year.			18,000	18,000	18,000

National Module

	①	②	③	④	⑤
6. Publication + Reproduction					
~~Work~~ 3,000 handbooks @ 3.00/copy		9,000			
10 Graphics per city + loose leaf publication for each city (6)					
500 copies per city @ 2.00				6,000	
10 graphics per city				6,000	
7. Travel					
Two staff to cities 4 times year 3 days each					
Travel			—	—	—
($25/day) Per diem			600	600	600
8. Telephone $150/month			1,800	1,800	1,800
9. Postage/supplies/xerox $250/month			3,000	3,000	3,000
5. Workshop Expenses - 6 cities					
(Space free - university/school)					
~~$6~~ 50 participants — materials in addition to handbook @ $5.00 per person				1500	
Dinner mtg + one day workshop				$1,800	
Dinner $6/person x 50 x 6				750	
Lunch $2.50/person x 50 x 6				50	
Coffee .50/person x 50 x 6					

1800
750
150

UNITED STATES OF AMERICA
GENERAL SERVICES ADMINISTRATION

Office of Administration
Washington, D.C. 20405

JUL 10 1970

Mr. Julius W. Hobson
300 M. Street, S. W.
Washington, D. C. 20024

Dear Mr. Hobson:

This is in further reference to your appeal in behalf of Mr. Reginald H. Booker, who received an Official Reprimand as an employee in the General Services Administration, Region 3.

We are advised that Mr. Booker has resigned from his position with the General Services Administration. As a consequence, the Reprimand has been removed from his Official Personnel Folder. Accordingly, the processing of his appeal has been terminated.

Sincerely,

James W. Hardgrove

JAMES W. HARDGROVE
Director of Personnel

Keep Freedom in Your Future With U.S. Savings Bonds

213 - 620 - 5600

300 M Street, S.W., Washington, D.C. 20024

January 19, 1970

The Honorable Mervyn M. Dymally
State Capitol
Sacramento, California 95814

Dear Merv:

Pursuant to our conversation of January 17, enclosed are copies of my testimony before the United States Senate on the subject of job discrimination in the Federal Government and a copy of an article I wrote in the Saturday Evening Post of May, 1968, entitled "Uncle Sam is a Bigot." Use "Uncle Sam is a Bigot" as the title for the book.

I suggest that you take information from the enclosed Hearings beginning at the bottom of page 183 to the end of paragraph 5 on page 185 and then take up my prepared testimony starting at the bottom of 185 going through the charts on page 191.

The fountainhead of discrimination against Black people in the United States is in the Federal Government. This is where we need to start to fight it. I think that this is a technical contribution that is needed.

Hearings are a matter of public record and you do not have to have permission to reprint same.

Since the material is not prepared for your book, you have no financial obligation to me other than sending free copies of the book when it is published.

Please call me after you have looked at this material.

Sincerely,

Julius W. Hobson
Executive Director

JWH:db
Enc.

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
PRESIDENTIAL BUILDING
415 TWELFTH STREET, N. W.
WASHINGTON, D. C. 20004

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EXECUTIVE SECRETARY

LEGISLATIVE OFFICE
STATE CAPITOL
SACRAMENTO, CALIF. 95814
445-2104, AREA CODE 916

SENATOR
MERVYN M. DYMALLY
TWENTY-NINTH DISTRICT

COMMITTEES
EDUCATION
ELECTIONS AND
REAPPORTIONMENT
LABOR AND SOCIAL WELFARE
LOCAL GOVERNMENT
MILITARY AND VETERANS
AFFAIRS
PUBLIC HEALTH AND SAFETY

CALIFORNIA LEGISLATURE

Senate

January 12, 1970

The Honorable Julius Hobson
Member of the School Board
300 "M" Street, S. W.
Washington, D. C. 20024

Dear Julius:

I have just completed discussions with the Wadsworth Publishing Company regarding the proposed book, the Black Politician. They have agreed to extend the deadline to January 30, 1970, so that you would have some extra time to forward your article, speech, etc. This is the final deadline. They have indicated to me that they cannot extend it any further.

I do hope this will give you a little extra time, as they have expressed a keen interest in your contribution. They have also offered to make available an editor to assist you with your manuscript if you need any assistance.

I do hope you will be able to join us in this effort. I look forward to hearing from you.

With very best wishes,

Sincerely,

MERVYN M. DYMALLY

MMD:djb

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
300 M St., S.W., Washington, D.C. 20024

March 30, 1970

The Honorable Mervyn M. Dymally
Old State Building, Suite 113
217 West First Street
Los Angeles, California 90012

Dear Merv:

Pursuant to our telephone conversation, I am enclosing the article to be used as a substitute for the other material sent to you earlier.

Thanks very much.

Sincerely,

Julius W. Hobson
Executive Director

JWH:db

Enclosure

Enclosed copy of "What Merit System" article in Jan. Fed Personnel Administration magazine

WADSWORTH PUBLISHING COMPANY, INC.

EDUCATION FOR TRUTH

BELMONT, CALIFORNIA 94002

December 14, 1970

Julius W. Hobson
Board of Education
300 M Street, S.W.
Washington, D.C. 20024

Dear Mr. Hobson:

This is to advise you that THE BLACK POLITICIAN by Mervyn Dymally is now in production and scheduled for publication this coming summer.

Enclosed is the breakdown of royalties that will be distributed among the contributors, in accordance with the letter Senator Dymally sent you on October 16, 1969. Would you kindly sign both copies of this letter, retaining one for your files and returning the other to me, to indicate that you approve of the royalty division?

We sincerely appreciate your contribution to THE BLACK POLITICIAN and are looking forward to its publication.

Cordially,

Robert J. Gormley
Political Science Editor

RJG/rh

_____
Julius W. Hobson

WADSWORTH PUBLISHING COMPANY, INC.

EDUCATION FOR TRUTH

BELMONT, CALIFORNIA 94002

ADDENDUM to the Publishing Agreement dated September 29, 1969 between Mervyn M. Dymally (the Author) and Wadsworth Publishing Company, Inc. (the Publisher) covering the work THE BLACK POLITICIAN.

It is agreed that the royalty will be divided as follows:

1) 5% to Mervyn M. Dymally

2) 1% to Andrew Schmookler

3) 4% to be divided equally among the contributors, i.e., 0.31% to each of the following contributors:

a) Lucius Amerson ✓
b) Julian Bond ✓
c) Shirley Chisholm ✓
d) Charles Evers ✓
e) Terry A. Francois ✓
f) Richard Gordon Hatcher ✓
g) Julius W. Hobson ✓
h) Gerald A. Lamb ✓
i) Howard N. Lee ✓
j) Channing Emory Phillips ✓
k) Adam Clayton Powell ✓
l) Carl B. Stokes ✓
m) Percy E. Sutton ✓

It is further agreed that, when the manuscript for THE BLACK POLITICIAN is placed in production, any or all of the contributors will be entitled to a payment of $100.00 upon request in writing to the Publisher; provided, however, the Publisher shall retain for its own account an amount equal to the total of all initial payments made to the contributors by the Publisher from the first payments otherwise due the contributors under the terms of this or any other agreement between the Author and the Publisher. The terms of this Addendum shall not apply to any revised editions of the work.

Mervyn M. Dymally

Wadsworth Publishing Company, Inc.

July 9, 1970

WIQE
WASHINGTON INSTITUTE FOR QUALITY EDUCATION
300 M Street, S.W. WASHINGTON, D.C. 20024
Telephone (202) 554-3308

Dear Sir:

Enclosed is a copy of The Damned Children, a layman's guide to forcing change in public education. The Damned Children was published by the Washington Institute for Quality Education which is a non-profit foundation and action research group. This is the first in a series of publications which give a graphic presentation of some of the problems we face in public education in the United States.

We would appreciate your comments on this type of booklet and we were wondering if you could use additional copies in your work area. We are very anxious to know what professional educators think of this quantitative approach.

Additional copies can be ordered from the Washington Institute for Quality Education.

Sincerely yours,

Julius W. Hobson

Julius W. Hobson
Director

UNIVERSITY OF Minnesota

SCHOOL OF PUBLIC AFFAIRS · MINNEAPOLIS, MINNESOTA 55455

November 23, 1970

Mr. Julius Hobson
Washington Institute for Quality Education
300 M Street S.W.
Washington, D.C. 20024

Dear Mr. Hobson:

I wanted to let you know that we are very much looking forward to your visit on December 3-4. This School is a new organization working in an undefined field. That makes it especially important for us to meet with people like yourself who have worked with ways of changing public policy not familiar to economists and political scientists and, better yet, who have achieved tangible successes.

Some flight information may help you plan your travel:

United flight 639 leaving Washington 8:05, arriving Chicago 9:03; United flight 943 leaving Chicago 9:55, arriving Minneapolis 11:10 a.m.

Minneapolis to Washington Saturday (5th) United 656 leaving 3:55, arriving 7:03.

We've planned a full schedule for you and Mrs. Hobson so that many students and faculty can meet with you both. (Dave Bobrow will send details.) However, I've been sure to allow much time for us to discuss the School and mutual interests together.

Sincerely,

John E. Brandl

John E. Brandl
Director

JEB/lk

16th ANNUAL JUVENILE OFFICERS' INSTITUTE

and

11th ANNUAL JUVENILE COURT JUDGES' INSTITUTE

University of Minnesota

July 26-30, 1971

COURSE OUTLINE FOR: Minority Groups and the Juvenile Justice System

GOAL: To develop, in four days, some specific action items to improve the juvenile justice system as it relates to minority groups.

METHOD: Forty-five to sixty minutes of each lecture/discussion period will be followed by meetings of six teams for the remainder of the period. Teams will be selected on a random numerical basis (i.e. all #1 will constitute one team, #2's a second, etc.) Each team will have the assignment: On the basis of discussions to date, if you had $10,000,000 to effect immediate change in the juvenile justice system's relationship to minority offenders, what is the first thing you would do?

The team recommendation for spending ten million dollars must relate to an action program--not to additional research. The last class period will permit 10 minutes per team for the presentation of their single most effective recommendation.

DISCUSSION GUIDE

I was initially reluctant to meet with this group based on: 1) my perception of a lack of credibility on the part of officials of the juvenile justice system--police officers, probation-parole officers, institutional employees, attorneys and juvenile court judges--to be honestly interested in taking action to improve the impact of what we have come to know as "law-en-order" on minority youth; and 2) an assumption that you have probably been over-exposed to confrontation, academic lectures and sensitivity sessions in this area and may be apathetic or downright negative to reform.

However, I also realized this is an opportunity for me to learn from paid professionals in an area where I frequently concentrate criticism and perhaps glean some knowledge to answer the question most frequently asked: "Maybe we agree with you, but what can we do?"

On the other hand, you will have a chance to test your commitment. Being "sensitive" to problems is a far simpler target than being dedicated enough to accept the risks in doing something about them. Ten years ago I might have assumed individuals didn't know the facts--today I can only assume they are not interested or concerned enough to make the personal and public commitment to do something to create positive change.

Julius W. Hobson

5. COMMUNICATIONS AND THE LAW:

Are the airways really public property as we proclaim them to be in the United States? Do the radio and television industries really serve the public or do they reflect the interests of selected groups? How do local groups feel about media coverage? Are the programs presented really representative of our surroundings? What local research has been done in this area? Have there been any significant legal challenges by minority groups charging the communications industry with bias? What about newspaper coverage? Is it accurate and fair? What efforts have media industries made locally to eliminate racism and prejudice from their reporting? What criteria is used to determine fairness? By what groups.

6. HOUSING AND THE LAW:

Is housing in the United States really open to all citizens regardless of race, creed or color? Are there local economic barriers and practices which prohibit free mobility in housing in the Washington Metropolitan area? What are the major efforts that have been made through legislation and in the courts to deal with this problem? What position do Federal agencies take in assisting employees to locate suitable housing? How are the realtors circumventing the law?

7. THE CONTAMINATORS AND THE LAW:

Who are the guilty parties contaminating our atmosphere, our soil and water? Can individual citizens by refusing to buy throw-away bottles deal with the problems of pollution, contamination and poison being poured into our natural environment by automobile manufacturers, airlines and power companies? Can individuals affect the poisoning of the seas by the military which is using them as dumping grounds for poison gas and useless explosives? Do you believe that in a society with a population of over 200 million people individuals can, without organization, power and resources, deal with the contaminators, or can only our national government, with its vast power and resources, halt the poisoning of the earth?

8. STUDENT RIGHTS AND THE LAW:

The Supreme Court of the United States has raised children to the level of adults as far as their constitutional rights are concerned. In the light of this statement what about the "youth revolution" and its attempt to deal with rights of protest, demonstrations, dress and hair styles in the District of Columbia? At what level have protests occurred in the District? What caused the revolt? What student groups have organized to protest the status quo? Have their rights been violated? How? Have any legal efforts been made locally to secure due process for children? How successful have these efforts been? Describe the opposition to legal rights for minors?

9. DRAFTEES AND THE LAW:

Do you think that an 18 year-old who is old enough to die for his country is old enough to vote? Should such a young person have something to say about the war and peace? What are the local laws governing conscription into the armed forces? What are the rights of District of Columbia draftees? How much local opposition has there been to the draft? What counseling is available to draft-age men? What have the local legal efforts been to protect young men from unfair draft practices? How can the laws be used to protest the war?

10. SELF-DETERMINATION AND THE LAW:

Should every American citizen have the right to choose his own local government? Should citizens be denied the right to vote because of residence? What about home rule in the District of Columbia? What are some of the steps which have already been taken to achieve home rule? There is a proposal before the U.S. Congress to elect a non-voting delegate to the House of Representatives. What is the value of a non-voting delegate? Some observers have said that we have a make believe mayor in D.C., an appointed powerless city council and now Congress proposes to give us a meaningless non-voting delegate. Should D.C. citizens again settle for half a loaf, or should they insist upon their full and unqualified constitutional right to self-government?

American University
SOCIAL PROBLEMS AND THE LAW
65396

Course Outline

Julius W. Hobson

We frequently discuss the crime rate -- and relate it exclusively to theft, rape and assault. We seldom identify and attack the more serious crime, the denial of human rights under the Constitution of the United States.

The question in this course will be how can law be used as a tool to deal with social problems; problems which have become critical - and controversial - in our time. During subsequent sessions we will explore the following questions which affect every human being in our society. In addition to your team and individual projects, you will have an opportunity to hear several authorities in these areas describe their own successes and failures. In the end you will have your say. Most of all I hope we will have a fascinating time -- for is that not the aim of education?

1. EDUCATION AND THE LAW:

Over the past 15 years there have been changes in public education in the United States stemming from litigation and new social approaches to the subject. What has been the effect of the court case relating to education in the District of Columbia? What was the underlying reasoning behind this case? What part did different political interests, ignorance and fear play? Do we really gear education to the poor children in the District of Columbia or just the college bound? It has been stated that a revolution in public education occured in the early 1960's when agitation for mass learning began. What are the facts in the District of Columbia? Who is responsible for implementing the Law? How can it be used as a tool for change?

2. THE CONSUMER AND THE LAW:

There have been many studies of merchandising practices in the United States which indicate that these practices are to the detriment of the consumer. Unfair contracts, heavy interest rates and carrying charges, excessive pricing and high pressure salesmanship are some of the areas covered. What is the fate of the poor under these conditions in the District of Columbia? How can the poor use the present District laws, wage earner plans, contract law, etc.? How can these be used to aid the poor? Have they ever been used for this purpose in the District? Which community groups have supported reform in this area, which have opposed? Who are some of the individuals involved and what are their opinions.

3. TRANSPORTATION AND THE LAW:

There is a transportation crisis in the United States today. If you agree with this statement what is the nature of this crisis? Freeways, automobile safety, air pollution -- are these factors in the District of Columbia? Will new freeways really uproot the poor and the Black in the District? What are the transportation facts in this city? Which community groups oppose the proposed freeway system -- which groups support the system, why? What are one or two of the major legal efforts being used to deal with the transportation issue. What is the responsibility of the center city to the suburbs -- the reverse?

4. EMPLOYMENT AND THE LAW:

We live in a society with a philosophy of work. We extol the virtues of earning our own way. All this occurs within the framework of an economic system characterized by an increasing efficiency and a declining number of jobs. Is this "fact" compounded by job discrimination practiced against minorities and women in Federal employment and private employment in the District of Columbia? What is the extent of this problem? What are some of the major legal efforts being made to deal with this problem in the District? What is the social and economic reasoning behind these efforts? What are the social effects of employment discrimination? How can "discrimination" be identified? What steps are local employers taking to alleviate discrimination -- do they really help?

JUVENILE OFFICERS' INSTITUTES
St. Paul Campus
Julius W. Hobson

UNIVERSITY OF MINNESOTA
Summer, 1971

WORKING IN THE SYSTEM

by

William Raspberry

Conservatives who keep counseling dissidents to "work within the system" don't care much for Julius Hobson, in spite of the fact that he has made a career of practicing what they preach.

The reason is that their appeals to "work within the system" really translate into exhortations to make peace with the status quo. They find Hobson upsetting because he has become expert at working within the system for change.

His major successes -- most notably in improving public education for black children -- have resulted directly from his faculty for using the system to change the system.

His new booklet, "The Damned Information," gives some practical insights into how it is done. The booklet, published by the nonprofit Washington Institute for Quality Education which he heads, is the second in a series on society's "damned."

The first, "The Damned Children," points out how unequal treatment, financial and otherwise, has condemned ghetto youngsters to inadequate education. Subsequent publications will include "The Damned Administrators and the Budget," "The Damned Teachers" and "The Damned Black Federal Worker."

The "Damned Information" isn't the most interesting, but it may turn out to be the most useful of the lot. In it, Hobson explains that some of his fights have been made unnecessarily difficult by official reluctance to provide information that ought to be publicly available.

More to the point, he provides practical pointers on how to force bureaucrats to make the information available.

The preface by Rep. John E. Moss (D-Calif.) describes Hobson's book this way:

"Not only is it a valuable tool in illustrating how the law can work for the individual, but it also is an important contribution toward enlightening the public as to the avenues of recourse available to them in cases where they are denied their right to information."

Moss was chairman of the subcommittee that created the Freedom of Information Act that Hobson has used to pry information out of reluctant officials.

"The Damned Information" lists step-by-step directions for requesting data, tells what to do when officials refuse to furnish it, and even suggests ways of getting congressmen and courts into the act.

It includes sample pleadings from successful lawsuits, including some of Hobson's and a state-by-state analysis of information laws.

Some of the booklet's contents will be useful in law schools, among which Hobson hopes to find a market.

Far more of it will be valuable to local activists who often find themselves relying too much on enthusiasm and too little on hard facts. This is especially true of the chapter that tells how to use the information once you've got it.

Hobson said he was moved to publish the booklet by requests from law students and civil rights activists who wanted to know how he had put his own successful cases together.

Most often, he said, they wanted to know how to document the things they knew to be true, how to prove discrimination in employment, how to measure discrimination in education, how to show unequal treatment in housing, public transportation or health services.

That sort of documentation has been a particularly strong point for Hobson, a statistician by profession. (The booklet is available for $3.95 at the Washington Institute for Quality Education, 300 M St. SW, 20024).

Be warned: "The Damned Information" is not entertaining, although it might well have been. A recounting of the efforts involved in springing loose the

information Hobson needed for his school suit, for instance, with some indication of how new bits of information influenced the shape of the litigation, could have added life to the 68 pages.

So could a glimpse at some of the strengths and weaknesses of his opponents. Or an occasional smile.

What Hobson has produced instead is a handbook that will appeal almost solely to those who intend to act. He tells them how to do it "within the system."

JUVENILE JUSTICE INSTITUTES
Instructor: Julius W. Hobson

UNIVERSITY OF MINNESOTA
St. Paul Campus

MINORITY GROUPS AND THE JUVENILE JUSTICE SYSTEM

DISCUSSION TOPICS

1. Attitudes of Minority Groups Toward the Correctional System:

In the United States the Black community considers policemen, judges, probation officers and juvenile officers to be the first line of defense of the establishment, agents of the status quo. In other words, they are and do represent "THE MAN". The man who evicts them when they cannot pay their rents, the man who takes them to trouble in hand cuffs for offenses from running red lights to murder, the man who can take their lives or beat them into bad health and be exonerated by two magic words, "justifiable homicide". Whether we admit that the Black community's impressions and attitudes are real or not, they affect adversely and directly the climate in which correctional officers must work and live and, since we cannot lock up everybody, they must be faced and dealt with effectively.

Today's discussion will cover experiences with the police, service on a Police Advisory Committee, lecturing at the Police Institute, observations from jail, discrimination in employment practices in the hiring of correctional officers, citizen's accountability (parabolic microphone), ...

(The last 30 minutes of the class period will be devoted to the selection of teams, team meetings, and distribution of The Damned Children for tomorrow's discussion.)

2. Social Problems Affecting Reform in Juvenile Justice:

How can correctional officers work constructively within a social framework of bankrupt institutions such as public education? Perhaps one way is to understand the effect of the institution on the juvenile. In Washington, D. C., we spend more than $150 million each year on a public education system which is engaged in deliberate programmed retardation and destruction of children--thereby creating drop-outs, push-outs and potential juvenile delinquents. Based on your reading and personal experience, how can an understanding of the defects in a system like this contribute to a less punitive attitude in correctional officers? Discussions for today will center on visible inequity in public resources, incarceration in the class room, truancy/absentee rates, police in schools and the atmosphere of dishonesty and unfairness which is transferred to a child--which may send that child directly to you!

(The last 30 minutes of the period will be reserved for team meetings, distribution of The Damned Information.)

3. Techniques for Reform--Using the Law:

In most cases, the only hope for minority groups in lifting oppression and reducing injustice is through the law (i.e. voting rights, desegregation in schools, etc.). Individuals cannot wait until the majority become sensitive to the fact that there is discrimination. Therefore, attempts by such groups

to develop means to utilize the law to force social change should be recognized and understood by correction officers. Discussion for this period will center around the need to move away from punitive measures and how to use intelligence to achieve change in dealing with minority group relations.

4. Ten minute team presentations, topic: On the basis of discussions to date, if you had $10,000,000 to effect immediate change in the juvenile justice system's relationship to minority offenders, what is the first thing you would do?

DISCUSSION TOPICS

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UNIVERSITY OF Minnesota

COLLEGE OF EDUCATION · MINNEAPOLIS, MINNESOTA 55455

Office of the Dean

VISITATION SCHEDULE FOR MR. AND MRS. JULIUS W. HOBSON
for
DECEMBER 4, 1970

12:00 Noon — LUNCH - Room 606 Campus Club
401 Coffman Memorial Union - 373-3535
(Circled in RED on map)*

2:00-3:30 p.m. — Small informal seminar on Urban Education
Room 104 Burton Hall - 373-9880
(Circled in BLUE on map)*

4:00-5:30 p.m. — Single Colloquim Speech, "Social Problems and the Law."
Murphy Hall Auditorium
(Circled in GREEN on map)*

Evening:

6:00 p.m. — DINNER - Skip's Barbeque, 1729 Lyndale Ave. No., Minneapolis
529-9788

8:30 - 11:00 p.m. — Reception at home of Dr. and Mrs. Frank B. Wilderson, Jr.
1717 James Ave. So., Minneapolis - 377-0491
(Informal)

*Attachment: Map of Minneapolis Campus

IVERSITY OF MINNESOTA
MINNEAPOLIS
NORTH
WASHINGTON AVE S.E.
COFFMAN MEMORIAL UNION
WALTER LIBRARY
NORTHROP MEMORIAL AUDITORIUM
NORTHROP FIELD
HEALTH SERVICE
PARKING RAMP B
PARKING RAMP A
UNIVERSITY AVE. S.E.
DELAWARE ST.
ESSEX ST.
FULTON ST.
RIVER ROAD EAST
PARKING LOT NO. C60
MEMORIAL STADIUM
WILLIAMS ARENA
UNIVERSITY OF MINNESOTA FIELD HOUSE
ARCHITECTURE
MECHANICAL ENGINEERING
CHEMISTRY
TATE LAB OF PHYSICS
MORRILL HALL
FORD HALL
HARVARD ST.
OAK ST. S.E.
UNION ST.

STATE-BY-STATE INFORMATION
LAWS for the Layman.

SUGGESTED TITLES

1. LEGAL ADVICE AT THE GRASS-ROOTS LEVEL
2. PLEASE DON'T WALK ON THE GRASS-ROOTS
3. "RIGHT-TO-KNOW" LEGISLATION NATION-WIDE X
4. LAW-ENFORCEMENT OF THE PEOPLE'S "RIGHT TO KNOW" X
5. UNVEILING ~~OF~~ THE SECRECY OF PUBLIC AGENCIES X
6. THE "ACCESS TO PUBLIC INFORMATION" STRUGGLE X
7. CITIZEN'S INHERENT RIGHT TO KNOW AND ITS ENFORCEMENT
8. GETTING AT THE TRUTH

STATE ACCESS LEGISLATION

Write 2 paragraph Foreword

9.. LEGISLATION ON BEHALF OF A CITIZEN'S RIGHT TO KNOW

10. HOW TO KNOW YOUR RIGHTS AND PROTECT THEM X

11. WHERE THE TRUTH IS AT

12. LEGAL LEAFLET AND HOW TO USE IT

13. LEGAL TACTICS FOR GAINING INFORMATION X

14. NOW YOU TOO CAN KNOW! X

15. KNOWLEDGE UPON REQUEST

16. HOW TO WIN FRIENDS + INFLUENCE PEOPLE

17. LIBERATION THROUGH LAW

18. KNOWLEDGE TO GOVERN IGNORANCE λ

19. NAKED GOVERNMENT

20. GOVERNMENT IN THE RAW

21. REVEALING LEGISLATION

22. LAYMEN'S LAW X

THE LEGAL

23. ROAD TO TRUTH

24. IT'S NOT WHO YOU KNOW, BUT WHAT YOU KNOW

25. HOW TO BEAT THE GOVERNMENT AT THEIR OWN GAME

26. THE CITIZEN'S LEGAL REVOLUTION

27. HOW TO PLAY BY THE RULES AND WIN

FACT AND FICTION

642

Apr May
Special Library -
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Editor
The Engineering
Marketing Service

57703

Murray Hill

SCHEDULE OF EVENTS

Julius Hobson

DECEMBER 3, 1970
THURSDAY

11:15 a.m.	arrive in Minneapolis. Dave Bobrow will meet the plane.
12:40 p.m.	bag lunch with students and faculty of the School of Public Affairs in Room 170 Business Administration.
3:15 p.m	Speak at Brandl's Class, 340 Blegen
7:00 p.m.	dinner at Dave Bobrow's home with Mr.& Mrs. Andy Schoettle, Mr. & Mrs. John Brandl, Mr. & Mrs. Wayne Thompson and Mr. Earl Craig. ADDRESS: 6024 Golden Valley Road, Minneapolis

DECEMBER 4, 1970
FRIDAY

9:00 a.m.	meeting with Dean William Lockhart, Law School, 125 Fraser Hall, East Bank Campus.
12:00 Noon	Prof. Schoettle, School of Law, 125 Fraser Hall luncheon meeting with Assistant Dean, Frank Wilderson, College of Education and the following: Professor Carl Auerbach, Law School Professor Ted Marmor, Public Affairs Professor Harold Chase, Political Science Professor Victor Arnold, Public Affairs Professor Andy Schoettle, Law School ADDRESS: 606 Campus Club, East Bank Campus
2:00 - 3:30 p.m.	Informal Seminar, Urban Education (with students and faculty of Education Department), 104 Burton Hall, East Bank Campus
4:00 - 5:30 p.m.	Colloquim speech - "Social Problems and the Law" Murphy Hall Auditorium, East Bank Campus
6:00 p.m.	dinner at Skips Barbecue, 1729 Lyndale Avenue North, Minneapolis.
8:00 - 11:00	Reception at Dean Wilderson's home ADDRESS: 1717 James Avenue South, Minneapolis

DECEMBER 5, 1970
SATURDAY

Morning meeting 10:00 - 11:00 a.m.	John Brandl, Director, School of Public Affairs 314 Social Science Bldg.
3:00 p.m.	Leave Minneapolis for Washington

SCHEDULE OF EVENTS

Tina Hobson

DECEMBER 3, 1970
THURSDAY

ALL EVENTS ARE THE SAME AS Julius Schedule

DECEMBER 4, 1970
FRIDAY

10:15 - 11:00 a.m. attend Sociology class, Minority Group Relations, Instructor Caroline Rose, class meets in Room 5 Blegen Hall

2:00 - 4:00 p.m. Informal gathering of members of state, national and local womens liberation groups. (This will also include students from various colleges on campus).
345 Coffman Union, East Bank Campus

REMAINDER OF SCHEDULE SAME AS Julius Schedule

COLLEGE OF EDUCATION

ROUTE SLIP

Date: 11-30-70

To: Dr. Bolerow

From: Frank B. Wilderson/cc

For:

- ☐ Appropriate Action
- ☒ Your Information
- ☐ Read and Return
- ☐ Per Phone Conversation
- ☐ File
- ☒ See Remarks

REMARKS:

Per your request, folder is for Mr. & Mrs. Hobson.

Guest List is for your information.

UNIVERSITY OF Minnesota

COLLEGE OF EDUCATION • MINNEAPOLIS, MINNESOTA 55455

Office of the Dean

November 30, 1970

MEMO

TO: Dr. David Bobrow

FROM: Dr. Frank W. Wilderson, Jr.

RE: Guest List for Hobson visit

The following people have been invited to meet with Mr. and Mrs. Hobson:

Lunch: Dr. James Reeves, Assistant Vice President, Student Affairs
Professor Carl A. Auerbach, Law School
Professor Ferdinand P. Schoettle, Law School
Professor Theodore Marmor, School of Public Affairs
Professor Victor Arnold, School of Public Affairs
Professor Harold W. Chase, Political Science
Dean William E. Gardner, College of Education (Associate Dean)

Informal Seminar:

Training of Teacher Trainers,(TTT) personnel
Teacher Corps personnel
TTT Strategy Committee members
Urban Area Student Teaching Program personnel

Dinner and Reception:

Dr. and Mrs. Wayne W. Welch, Dr. Welch is Assistant Dean, College of Education.
Dr. and Mrs. Wm. E. Gardner, Dr. Gardner is Associate Dean, College of Education.
Dr. and Mrs. Clifford Hooker, Dr. Hooker is Professor and Chairman, Educ. Admin.
Dr. and Mrs. Allan Sullivan, Dr. Sullivan is Professor, Secondary Education
Dr. and Mrs. David Bobrow,
Professor and Mrs. James Lyday, School of Public Affairs
Professor and Mrs. Arthur Naftalin, School of Public Affairs
Dr. and Mrs. George D. King, Dr. King is Chairman of Afro American Studies Dept.
Dr. W. Roger Buffalohead, and Mrs., Dr. Buffalohead is Acting Chairman, Indian Studies Department
Mr. and Mrs. Marvin Trammel, Mr. Trammel is Administrative Assistant to the Superintendent of the Minneapolis Public Schools
Mr. and Mrs. John Doyle, Mr. Doyle is Youth Incentive Director of the Minneapolis Urban League
Mr. and Mrs. Syl Davis, Mr. Davis is former Director of THE WAY and Mrs. Davis is Director of The Way Educational Center

UNIVERSITY OF Minnesota

COLLEGE OF EDUCATION • MINNEAPOLIS, MINNESOTA 55455

Office of the Dean

Mr. and Mrs. Edgar Pillow, Mr. Pillow is Executive Director of Mobilization of Economic Resources

Mr. and Mrs. Harry Davis, Mr. Davis is Executive Director of the Minneapolis Urban Coalition

Mr. and Mrs. John Water, Mr. Water is President of the First Plymouth National Bank

Mr. and Mrs. Robert Williams, Mr. Williams is Assistant Superintendent for Intergroup Education, Minneapolis Public Schools

Mr. and Mrs. Louis Cason, Mrs. Cason is Chairman of the Training of Teacher Trainers Executive Board. (TTT)

Mr. and Mrs. Gleason Glover, Mr. Glover is Executive Director of the Minneapolis Urban League

Mr. and Mrs. Samuel L. Richardson, Mr. Richardson is former director of Mpls.,NAACP.

and, possibly Dr. and Mrs. John B. Davis, Dr. Davis is Superintendent of the Minneapolis Public Schools

Attached is a copy of the letter sent to each individual on the Dinner and Reception guest list.

Ruth/

UNIVERSITY OF *Minnesota*

COLLEGE OF EDUCATION · MINNEAPOLIS, MINNESOTA 55455

Office of the Dean

November 30, 1970

Mr. Gleason Glover
Executive Director
Minneapolis Urban League
1016 Plymouth Avenue No.
Minneapolis, MN 55411

Sample of letter sent out

Dear Mr. Glover:

Mr. and Mrs. Julius W. Hobson of Washington, D.C., will be visiting several departments on our campus on December 3 & 4, 1970. Mr. Hobson is a Professorial Lecturer at the American University and Director of the Washington Institute for Quality Education which is a non-profit organization for action research programs in public education.

The College of Education has planned an informal seminar where students and faculty will discuss with Mr. Hobson some of their involvements in inner-city programs of teacher preparation. Mr. Hobson has agreed to deliver a single colloquim speech entitled "Social Problems and the Law." This speech will be on December 4, 1970, at Murphy Hall Auditorium, from 4:00-5:30 p.m.

A few of us will be stopping for dinner at Skip's Barbeque, 1729 Lyndale Avenue North immediately following the colloquim speech. We would be happy to have you and your wife join us at Skip's for dinner, and after dinner, my wife Ida-Lorraine and I would like to have you and your wife stop in at our home for an informal reception. Our address is 1717 James Avenue South, Minneapolis. In case you will not be able to be with us at dinner, we should be returning home at about 8:30 p.m. We look forward to seeing you at as many of these events that you feel you can attend.

Please RSVP, reception only.

Sincerely,

Frank B. Wilderson, Jr.
Assistant Dean

FBW:rr
Attachment

316 So. Carolina Ave, SE
Washington, D.C. 20003
December 1, 1970

Mr. Julius Hobson
102 G Street, SW
Washington, D.C.

Dear Mr. Hobson:

Through Sam Smith I was able to be at your organizing meeting a week ago. It was my intention to be with you again at the meeting last night, but the project I am working with held a press conference this morning, and I was detained into the late hours of the night putting together some press materials.

I had hoped to make a few observations on the organizational structure that was discussed a week ago, but since I missed last night's meeting, I will offer my thoughts to you in this letter.

The observations that I offer are not those of anyone especially wise or uncommonly experienced in politics. Back in 1967-1969, I was legislative assistant to Senator Yarborough; since then I have been involved in rural poverty, I've worked as a farm-worker lobbyist, I ran a peace operation this summer for some congressmen, and this fall I dabbed in a few of the political campaigns. My only demonstrable skill is as a writer---I've published a few pieces and I even write a column on national politics for a fledging monthly called THE NEW DEMOCRAT. In sum, I know something about politics, but nothing that would boggle anyone's mind.

Let me say at the outset that I support the effort that is being made through you. The very idea of a non-voting delegate is ludicrous; worse, it is an insult to three-quarters of a million people inside the District and to millions of others outside who really care about the substance of freedom. If the delegate post is to be filled at all, it can be filled properly only by a man representing a movement whose single purpose is to abolish the fantasy and replace it with the full powers and privileges of statehood.

It is not just that your candidacy is significant, but that your candidacy is the only one that is significant in the least. I wouldn't want to over-estimate your chances of actually winning, but I think that you have a reasonable chance. It seems to me that your chances depend largely on the degree to which you are able to convince a plurality of the electorate that yours is, in fact, a very different kind of campaign than that being waged by all the other look-alikes; having done that, you must get your plurality out to vote. In general, I think that you want to wage a new politics campaign, but on election day you want that campaign to merge smoothely with some of the techniques of the old politics. For some loose parallels, I think that you can look to Lawton Chiles in Florida, to Joe Duffy in Connecticut, to Adam Walinsky in New York, and even to Jesse Unruh in California. From my limited knowledge of DC politics, you probably ar e the only man here who has a chance of pulling this off.

From that one meeting which I attended, it was clear that you already have made some very good decisions about the nature of your campaign. Specifically, you obviously intend to take to the streets with a unique brand of black, urban populism: making news rather than buying slick tv spots; hustling your opponents around town, always asking for the chance to discuss the issues before the people; deploring the heavy inflow of outside money (where has all that money been until now, and what exactly is it buying?); questioning why outside stars, sports figures, and other personalities have suddenly taken such an interest in DC affairs, and wondering aloud why your opponents think these people should now be telling DC citizens how to vote; etc. This approach should effectively and credibly set off your campaign from that of Phillips, Fauntroy, et al.

Organizationally, I think that you need to make a number of shifts from what was discussed at the meeting a week ago. I think that the first thing that a candidate should do is to establish what your organizational chart designated as "Key Staff." Probably this should be made up of you, your wife, Betty Randall, Sam Smith, Charles Cassell, Father Wynn, and maybe two or three others of your choosing. These should all be people whose advice you respect, people who know something about DC politics and politiking, people who know the District, and people who know you.

The first task of this key group of campaign advisors should be to draw up a small list of influentials and contributors (preferably DC residents) who might reasonably be expected to support your effort. They should be visited immediately to get promises of support and pledges of money. You need pledges of $15,000 from these visits, $5,000 of which should be available to you immediately. The second task of the group (actually done at the same time as the first) is to hire a full-time campaign manager and bring him on as soon as possible. He is the key man. He must be given the responsibility and the authority to manage the campaign. You cannot win without him. In consultation with the campaign manager, you and the key group should choose a legal advisor (one thoroughly familiar with the DC election code and one who knows all there is to know about the laws governing campaign contributions). Also, the key group should choose a Director of Research, a vital position that was not mentioned at last week's organizational meeting. Of course, he has to be very knowledgeable about DC and about the issues. This position also should be paid, though it should not be too expensive.

Thus you would have: (1) a paid campaign manager; (2) a paid research director; (3) a volunteer treasurer (Father Wynn, I assume); (4) a volunteer legal advisor; and (5) your key group of advisors. It then would be up to the campaign manager, in consultation with the key group, to draw up a listing of the various committees that he thinks are needed in the campaign. All of these committees should report to him. These committee slots then would be filled at the sort of group meetings which you have been holding and through an active and deliberate search for talant by all involved.

The next step is to sit down for a day-long session with your top staff and advisors and to lay out a solid campaign strategy, complete with details. This strategy would become the mandate and the action plan for the staff to execute. Without it there will be frustrating confusion and, at times, immobility.

These are just a few recommendations that came to my mind. Perhaps you and others already have thought of them, or perhaps they were discussed at the meeting last night. Nonetheless, I offer these suggestions in case others have not. I hope that they might be useful.

Again, I support this effort, and I am willing to do all that I can to help. I think that there are some very real limitations to what I can do---eg, I don't know too much about the District, nor am I any good at door-to-door sort of work.

But a do know a handful of people around who might be helpful; I can write some things for you; I can help you pull together an organization; and perhaps I can do other things. In any event, I hope that I can be some kind of help. Should you want to talk about any of this, I can be reached on 338-6310 during the day, and on 546-0552 in the evenings.

Best wishes.

Sincerely yours,

Jim Hightower

Jim Hightower

cc: Betty Randall
Sam Smith

JOSEPH A. MATERA
EXECUTIVE DIRECTOR
CHARLES H. DORSEY, JR.
DEPUTY DIRECTOR
IRWIN BROWN
CHIEF ATTORNEY

LAW REFORM UNIT
LEGAL SERVICES PROGRAM
620 AISQUITH STREET
BALTIMORE, MARYLAND 21202

TELEPHONE: 675-5990

November 20, 1970

Mr. Juluis Hobson
Washington Institute for Quality
Education
300 M Street S.W.
Washington, D.C. 20024

Dear Mr. Hobson:

I attended the Reginald Heber Smith Community Lawyer Fellowship Program Eastern Training Session, which was held at Hotel Sonesta. At that training session, the topics which you spoke on, the D.C. School Board and the D.C. School System, were very interesting. I found your speech to be very moving and enlightening. In your speech, you illustrated how certain accepted practices were perpetrated by the School Board and within the school system. Further you spoke of the School Board's perception and its yardstick by which it determines who is a good or bad teacher. Lastly, you illustrated how you preceded in preparing your case against the School Board and the significant of the decision in the case.

I am a young lawyer, just starting out, involved with Title I, which comes under the "Elementary and Secondary Education Act of 1965". I am based in Baltimore City. In dealing with Title I, my chief goals are to look into present proposed Title I programs in Baltimore City and to investigate past records of Title I programs, to determine if these programs have and are being executed and carried out according to provisions of the Act.

Where I have encountered many problems, is gathering necessary and proper data to file suit. Much of Title I data is apart of the Public Records, but much is not.

I write to you asking for any suggestion you may have which may be helpful to me in my endeavor to gather Title I data.

Thank you very much.

ALL POWER TO THE PEOPLE

James Harris

James Harris

JH/wf

Writings - Hobson's file

AFRO

WASHINGTON AFRO-AMERICAN

1800 ELEVENTH ST. N. W. * WASHINGTON 1, D. C.

October 12,1970

Mr.Julius Hobson
Director,Washington Institute
for Quality Education
300 M Street,S.W.
Washington,D.C.20024

Dear Julius,

The Afro American Newspaper Group publishes annually three education supplements dealing with the recruitment of black students and teachers for black and white colleges and universities and career planning for black students. These are the supplements:

1-CAREER PLANNING:The fifteenth annual edition will be published March 14,1971,with a deadline for receiving editorial copy set for February 1,1971.

2-SCIENCE,TECHNOLOGY AND ENGINEERING: The eighth annual edition will be published September 13,1971,with a deadline for receiving editorial copy set for August 15,1971.

3-TEACHER RECRUITMENT: The third annual edition will be published January 24,1971,with a deadline for receiving editorial copy set for December 1,1970.

I will be happy to have you provide us with an article(800-900 words) for publication in our Teacher Recruitment supplement developing some of the ideas which you are promulgating through the Institute,together with a black-and-white glossy print of yourself and a brief bio-profile.

I am leaving at your office a copy of the 1970 Teacher Recruitment supplement,together with copies of Career Planning and Science,for your inspection.

I'll appreciate hearing from you.

Sincerely,

George B.Murphy,Jr.
National Sales Representative

gbmjr/lb

October 15, 1970

Federal City College

Dr. Harland Randolph
President

DEC 21 1970

MEMORANDUM TO: Mr. Julius W. Hobson, Director of Washington
Institute for Quality Education
300 M Street, S.W., Washington, D.C.

FROM: Harland Randolph

RE: Report: Study of the Economic and Social Impact of Federal City College on the District of Columbia

Your report of December 14, 1970 has been received. It is an acceptable means of fulfilling the terms of the contract.

The Director of Finance is being instructed to process the necessary papers to pay you the remaining sum of the contract.

After the report has been reviewed by staff, I will share their comments with you.

cc: John Green, Director of Finance

638-5380

Institute for the Advancement of Urban Education
55 WEST 42ND STREET · SUITE 648 · NEW YORK, N.Y. 10036 · (212) 868-3770

June 5, 1970

Dear Mr. Hobson:

I would like very much for you to join me at breakfast on Saturday morning, 7:30 A.M. in the main dining room of the Jack Tar Hotel. This will give us an opportunity to meet beforehand with the other guest speakers and also introduce the Charrette chairwoman, Mrs. Ida Westbrook, and various community members, parents, and students of Polytechnic High School who have been vital to the development and structure of the Charrette Program. It will also give us time to be briefed on the general background information for the Charrette.

I look forward to seeing you.

Sincerely,

Lloyd B. Hunter,
President, I.A.U.E.

1. $106 million Budget

2. 90,000 students

3. 27% Black

4. Local expert Income mean $1000 per pupil

5. School of 7

6. 5000 teachers

7. 27 ÷ 2 Principals - Secondary

8. 75 white 4 Black 3 Other - Principals Elementary

9. ~~4 Asian → Low town.~~

10. ~~Local Operation~~

12. Gifted group - 4% Black - Small

13. Comprehensive - 8 ~~superintendents~~

1 Vocational - 9-10 Black

8. Academic - 25-30% Black

#10.7

$$
\begin{array}{r|l}
90 & 166,0 \\
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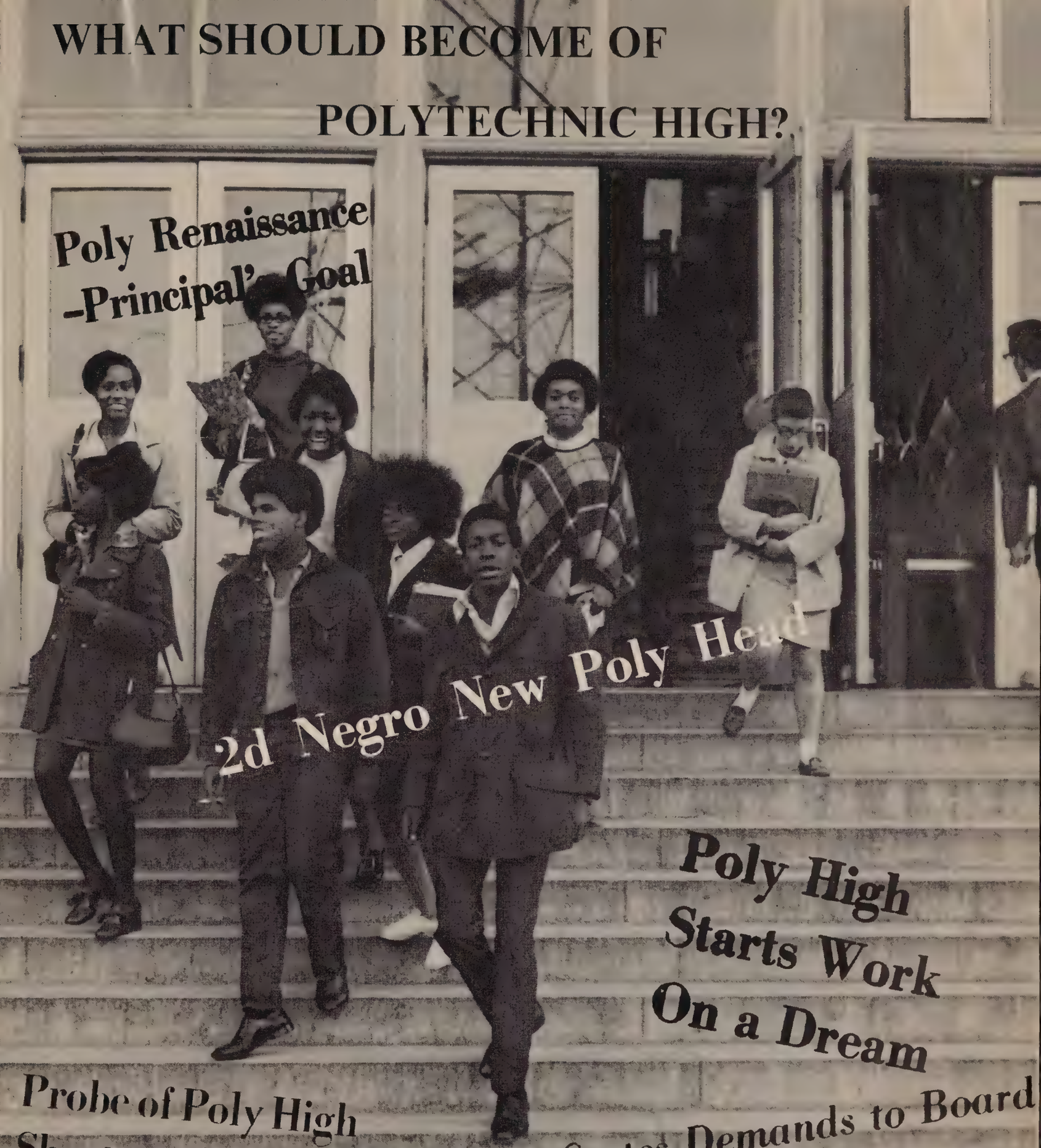
WHAT SHOULD BECOME OF POLYTECHNIC HIGH?



POLY CHARRETTE, – JUNE 5th, 6th, & 7th

Only YOU CAN DECIDE!!!

ATTEND A COMMUNITY FORUM JUNE 5th, 6th and 7th AT POLY HIGH. JOIN CONCERNED PARENTS, TEACHERS, STUDENTS AND COMMUNITY LEADERS IN DEVELOPING PRACTICAL PROGRAMS TO REBUILD THE SPIRIT OF THE SCHOOL AND SAVE THIS GREAT EDUCATIONAL INSTITUTION FOR OUR CHILDREN AND OUR COMMUNITY.

MAKE YOUR VOICE HEARD! MAKE YOUR OPINIONS KNOWN! THIS IS YOUR OPPORTUNITY TO DECIDE AN IMPORTANT ISSUE WHICH AFFECTS YOU, YOUR FAMILY AND YOUR COMMUNITY.

CALL 566-1250 FOR FURTHER INFORMATION

Poly's Principal,
Alfred C. Simmons

WHAT IF POLY PROVIDED:

- A STUDENT-DIRECTED CURRICULUM
- COURSES DESIGNED TO STIMULATE STUDENT INTEREST
- OPPORTUNITIES TO USE THE ENTIRE CITY AS A SCHOOL CAMPUS
- CLASSES TAUGHT IN WAYS THAT WOULD BRING STUDENTS FROM OTHER SCHOOLS HERE
- JOB TRAINING PROGRAMS STAFFED AND EQUIPPED BY LEADING INDUSTRIES
- INFORMATION ABOUT CAREERS AND HOW TO PREPARE FOR THEM
- OPPORTUNITIES FOR PARENTAL INVOLVEMENT
- MEETING PLACES FOR COMMUNITY SERVICE GROUPS
- DAY CARE FOR THE CHILDREN OF WORKING MOTHERS
- IN-SERVICE TEACHER TRAINING
- TRAINING PROGRAMS FOR TEACHER AIDES AND OTHER PARENT-PROFESSIONALS IN EDUCATION
- SPECIAL WELFARE SERVICES
- IMPROVED USE OF PHYSICAL FACILITIES
- FLEXIBLE SCHEDULING TO MEET STUDENT NEEDS

THEN, WHAT KIND OF A SCHOOL WOULD IT BE?

WHAT KIND OF A COMMUNITY WOULD IT BUILD?

The Institute for the Advancement of Urban Education (IAUE) is a black owned and operated consultant firm, incorporated for the purpose of conducting a wide range of educational activities including staff training, model school designs, basic research, community organization and program evaluations.

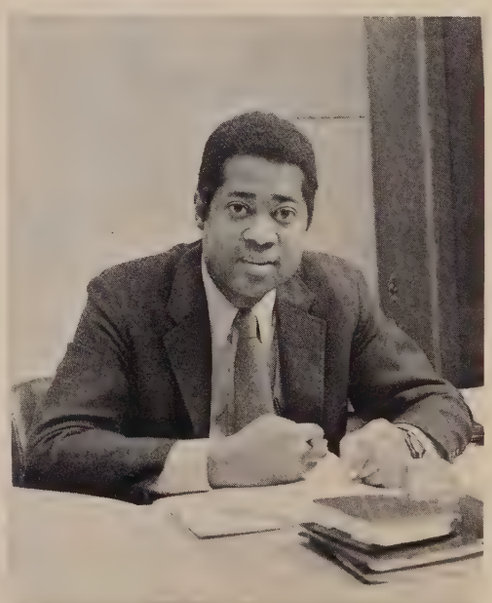
Here, at Polytechnic High School, IAUE has been engaged to undertake a many-sided program with 2 specific aims involved: (1) the development of a student-directed curriculum to harmonize the long term goals of the school with the immediate range of student interests. IAUE believes that a course of study, directed toward the concerns of the student, will create a climate more conducive to learning. To this end, IAUE is administering a scientifically prepared and carefully tested questionnaire to students, asking them not only their goals and aspirations, but also how and what they feel they want and need to learn. The survey further asks them to express their feelings on current curriculum offerings and teachers.

Community residents and teachers will also be systematically surveyed as an additional aid to finding out how the students' needs can best be met by the school and the home.

(2) a charrette or a "rap and results" meeting which will bring together students, teachers, parents, community residents and resource people for three days, June 5th, 6th and 7th, in Poly's cafeteria. The purpose of this unprecedented session is to educate the participants to the problems and potentials of the school and to develop practical programs for overcoming the problems and fulfilling the potentials.

IAUE has rendered services consistent with its purpose as described above. Some related activities have been:

Gary, Indiana	Assisted in the design and initiation of citizen and parental involvement processes in the educational component, Model Cities Program.
Calif. State Legislature Sacramento, Calif.	Assisted in the drafting, and development of the Education Bill AB 2118.
New York City	Assisted in the development Ocean Hill-Brownsville School District management and evaluation of several educational programs. Designed a Diagnostic Skills Indicator for the assessment of the performance of inner-city school pupils.
New York City Local Economic Development Program	Assisted in the preparation of the feasibility study and program design for total community rebuilding in minority populated area.
New York – NYU, Brooklyn College, L.I.U.	Assisted in the development of University component of programs related to Career Development.



IAUE President, Dr. Lloyd Hunter

In general, IAUE's clients have included the following:

State Legislatures and Legislators • **School Boards**
Government Agencies (U.S. Office of Education) (Office of Economic Opportunity)
Superintendents of Schools • **Community Agencies**
Universities • **Boards of Trade** • **Private Businesses** • **Individuals**

Telegram sent to: The Honorable Edward Kennedy
Old Senate Office Building
Room 431
Washington, D.C.

August 17, 1970

Mayor Washington is incorrect. Every citizen of the District of Columbia is not prepared to support the non-voting-delegate proposal now before the U.S. Senate.

The citizens of the District of Columbia are Americans too, and no American should be put in the position of having to accept one ~~or get~~ nor the title less than his or her full constitutional rights, the most basic of which is the right to self-government. The U.S. Congress has teased the citizens of this community for many years with the home rule carrot stick. During these years, we have been allowed a make believe major, a powerless city council, and now a meaningless non-voting delegate.

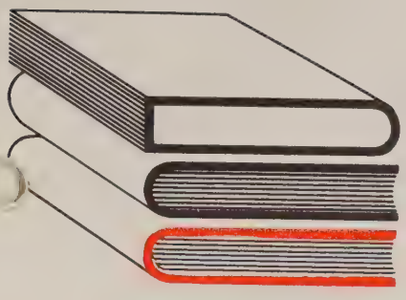
Those of us who have actively fought for our rights in this community and who have literally spent time in the city's jails for having done so, will settle for no less than the necessary constitutional amendment which brings unabridged home rule.

We agree with you, the measure should be blocked in the Senate.

Signed: Marion Barry
Julius Hobson
Samuel Abbott
Reginald Booker

Copy to: City Desk Washington Evening Star

Chauncey Thomas
667-1237
1417 Newton St. NW



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FOR BETTER PUBLIC EDUCATION, INC.

August 7, 1970

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Julius W. Hobson
Project Manager, WIQE
300 M Street, S. W.
Washington, D. C. 20024

Dear Julius:

Thank you so much for sending me a copy of "The Damned Children". It looks very interesting! I wonder if we could have more copies. We'll be glad to pay for them if necessary.

Sincerely,

Nancy

Mrs. Gilbert A. Harrison
Executive Director

GAH/eb

95 M Street, Southwest, Washington, D.C. 20024, Telephone 484-7030

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UNIVERSITY OF Minnesota

COLLEGE OF EDUCATION · MINNEAPOLIS, MINNESOTA 55455

Office of the Dean

October 7, 1970

Julius W. Hobson
Director
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D.C. 20024

Dear Mr. Hobson:

I am in receipt of your letter of September 3, and the copy of the guide The Damned Children. I think this is a much needed, informative statement of the quality of our schools. Please continue this effort.

Let me know if there is anyway you feel that I can contribute to this project.

Please send me 50 copies of The Damned Children and bill me if there is any charge.

Sincerely,

Frank B. Wilderson, Jr.

Frank B. Wilderson, Jr.
Assistant Dean
College of Education

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WILLIAM C. SMITH, STAFF DIRECTOR AND GENERAL COUNSEL

United States Senate
SELECT COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITY
(CREATED PURSUANT TO S. RES. 359, 91ST CONGRESS)
WASHINGTON, D.C. 20510

Date: Oct. 16, 1970

Attached is a United States Senate voucher in the amount due you for goods or services furnished or expenses incurred for the Select Committee on Equal Educational Opportunity.

Please sign the voucher and return it to the Committee in the self-addressed and postpaid (franked) envelope enclosed.

Payment by check from the United States Treasurer will follow soon thereafter.

Please keep the enclosed copy of the voucher to indicate in your records that our payment is in process.

We hope you will let us know if you have any disagreement with the voucher or if you do not receive your check within three weeks.

Thank you.

William C. Smith
Staff Director and
General Counsel

2.4.3

Integrated Education
A Report on Race and Schools
343 S. DEARBORN STREET
CHICAGO, ILLINOIS 60604

TELEPHONE 922-8361

EDITOR: MEYER WEINBERG
ASSOCIATE EDITOR: LILLIAN S. CALHOUN

April 16, 1970

Mr. Julius Hobson
300 M Street, S.W.-Apt. 510
Washington, D.C. 20024

Dear Mr. Hobson:

Will you send us any material relating to your suit against the D.C. Board of Education on the grounds of unequal expenditures between schools? We would be especially interested to have any such material which might be used as an article for Integrated Education: Race and Schools.

We will appreciate your cooperation and look forward to hearing from you.

Sincerely yours,
Meyer Weinberg
Meyer Weinberg (gm)
Editor

MW/gm

2.4.3

1600 TWENTIETH STREET, N.W., WASHINGTON, D.C. 20009
DUpont 7-0158

October 24, 1966

Julius W. Hobson
Division of Program Research
U.S. Department of Health, Education, and Welfare
4th and C, S.W.
Washington, D.C.

Dear Mr. Hobson:

This letter is a follow-up of the program, "Outreach to the Poor": The use of Indigenous Workers, held October 13 at Davis Memorial Goodwill Industries.

I'm very much interested in the subject of indigenous workers or lay leaders who support the professional person in his work of furthering community action programs. If you know of any works that have been published in this area, I would be very grateful to know about them.

Thank you in advance for this information. You may write me at the above address.

Sincerely,

Edna Poyner

Edna Poyner
Program Assistant

nc

Legal Aid Society of Albany, INC.

79 NORTH PEARL STREET • ALBANY, N. Y. 12207 • TELEPHONE (518) 462-6765

October 5, 1970

Washington Institute for Quality Education
(WIQE)
300 M Street, S.W.
Washington, D.C. 20024

Dear Sirs:

I had the pleasure of listening to Mr. Hobson last week when he spoke at the Reginald Heber Smith Fellowship Program. Unfortunately there were not enough copies of the booklet:

The Damned Children
(a Layman's guide to Forcing Change
in Education)
by Julius W. Hobson.

I would be most appreciative if you could send me a copy. If there is any charge please bill me at the above address.

Thank you for your attention.

Very truly yours,

Marilyn J. Berger

MARILYNJ. BERGER

MJB:ca

Sent copy Oct. 9

VARREN M. BROWN
AMES BYRON
VARY GIBSON
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Detroit, Michigan 48226
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September 15, 1970

Mr. Julius W. Hobson
Director
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D. C. 20024

Dear Mr. Hobson:

Would you please inform me how I may obtain a copy of your organization's recently published pamphlet, "The Damned Children," which I understand provides local community activists with a guide for determining specific inequalities in school systems.

Thank you.

Sincerely yours,

Sandy McClure

SMcC:hw

Sandy McClure
News Relations Officer

TELEPHONE: (202) 265-8200

WASHINGTON URBAN LEAGUE, INC.

"Equal Results through Equal Opportunity"

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STERLING TUCKER
EXECUTIVE DIRECTOR

September 17, 1970

Mr. Julius W. Hobson
Director
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D.C. 20024

Dear Julius:

Thanks for the copy of your recent publication, "The Damned Children."

It is persuasively informative and extremely well written and documented. I hope that it will be widely distributed, read and used.

If I can help with any of your work, please let me know.

Sincerely,

Sterling

Sterling Tucker
Executive Director

ST:crj

DOUGLAS H. ADAMSON
ATTORNEY AT LAW

53 PARKER STREET
CAMBRIDGE, MASSACHUSETTS 02138
617-864-9067

July 28, 1970

Dear Julius:

Interesting reading on D. C. Schools these days! Hope you came out on the booklet - please let me know if I can do anything more. (In Acknowledgments, query re strike "complete" destruction'). I am going through the booklet again, as I extract from it as an introduction to the "Events" section of the thesis. You responded that it would be o.k. for me to use it in the thesis -- it is limited to my readers, with a copyright notice, and I will ask you before any possible publication. Your booklet is a real asset to me because it proves my hunch of over two years now through what you draw from the case as the basis for review of schools.

New Haven is a possible place to act. I have some contacts through Yale. The Christian Science Monitor July 24 1970, 2d sec p 1, reports re how businesses loaned management men to help bring some principles into the running of the schools. Query re how far this really went.

If it is at all possible, I would appreciate copies of the following, or I would be glad to make copies of items mailed (insured mail) and return immediately to you:

- Mike Tigar's brief;
- was it Bill ~~Hicks or~~ Higgs who did some article?
- in your Selected References for booklet:
  -- Hobson & Sessions, CORE paper, '64;
  -- 1968 58 page evaluation by National Capital Area Civil Liberties Defense and Education Fund;
  -- Special Report of National Committee for Support of the Public Schools, 1970, 7 pp;

Meanwhile, I recall the spiritual, "We got a lot a talkin to do in Heaven cause no time to talk here now." The prospect of visiting you and Tina in Washington is a good vista, and we are going to take you up on it as soon as we can get out from under!

Best regards.

Don.

Mr. Julius Hobson
W. I. Q. E.
300 M. Street S.W.
Washington, D.C. 20024
(737-2460)

Attached notes simply a "flyer."

hasty notes,
DT

Confusion

The "dilemma of rationality," in relation to the function of a school board and the question of sound administrative and board practices for the development of plans and practices

- including inventories of the needs and abilities of the kids
- including careful analysis of the information gained through such inventories
- and careful judgment and evaluation of alternatives suggested by the analyses
  - -- including reference to more than one, and preferably several, "experts" holding different points of view which the board and administration may assess in light of the particular needs of the kids/school system

are suggested by the recent opposition to the "reading mobilization program" adopted by the Board of Education. Quite apart from the question of the selection of the next superintendent, or of the paradox of the choice of a plan by the board prior to its selection of the superintendent (who should work out such plans with the board), stands the question of the adequacy of the planning and administrative processes of the board.

Although the Hobson case takes one to this question only indirectly, at least in the opinions of most critics (if they see the question at all), the challenge to the "reading mobilization" program is a direct attack on educational policy. It may bring an even more refined example of judicial review of educational plans and practices and hopefully, if a case is brought, reference will go beyond constitutional theories (discrimination) to statutory and common law theories which will, by their depth, show how thin the processes of the board in planning have been and how, at law, as it develops, they are inadequate.

JOINT FOUNDATION SUPPORT, INC.

575 MADISON AVENUE
NEW YORK, N.Y. 10022
755-6023

September 1, 1970

Mr. Julius Hobson, Director
Washington Institute for
Quality Education
300 M Street, S.W.
Washington, D.C. 20024

Dear Mr. Hobson:

After I described your handsome booklet to Betty Troubh Vorenberg, she suggested that you might contact Professor Howard I. Kalodner, Project Director of the Community School System Project of the New York Lawyers Committee for Civil Rights Under Law. They are at 55 Fifth Avenue, New York, New York 10003, tel: 212-691-1780. Miss Jeanne R. Silver is the Associate Director of the Project.

They might very well be interested in the booklet since they were established to provide legal services in connection with our new school decentralization law.

Sincerely,

Marjorie A. Fine

(Miss) Marjorie A. Fine
Executive Director

MAF:ap

HAROLD MATSON
DON CONGDON
PETER H. MATSON
ELIZABETH McKEE
JOAN FULTON

LONDON OFFICE:
A. D. PETERS
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August 12, 1970

Mr. Julius W. Hobson
WIQE
300 "M" Street, S. W.
Washington, D. C. 20024

Dear Mr. Hobson:

Many thanks for sending me your booklet The Damned Children.

It seems to us that nothing would be accomplished by trying to enlarge your pamplet into a form that would be distributable on bookstands. In order to do that the work would have to be expanded, in our view, to include substantial discussion of why this situation has come about, and a thorough discussion of what might be done to make effective changes.

However, your pamphlet is extraordinarily effective as it is, and I hope will gain wide attention.

Best regards,

Peter H. Matson

PHM:em

EUROPE OFFICE: INTERCONTINENTAL LITERARY AGENCY
45-46 CHANDOS PLACE LONDON, W. C. 2 CABLE: INTERLITAG

VASSAR COLLEGE
POUGHKEEPSIE, NEW YORK 12601
Office of the Dean

Director of
Elementary Teacher Education

The Five College Project

Director of
Secondary Teacher Education

Washington In
300 M Street,
Washington, I
Attn: Mr. J

Dear Mr. Hob

We are
your mission
informative
involved in

May we
curriculum
your respon

HAROLD MATSON
DON CONGDON
PETER H. MATSON
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LONDON OFFICE:
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VASSAR COLLEGE
POUGHKEEPSIE, NEW YORK 12601
Office of the Dean

Director of
Elementary Teacher Education

The Five College Project

Director of
Secondary Teacher Education

October 23, 1970

Washington Institute for Quality Education
300 M Street, S.W.
Washington, D.C. 20024
Attn: Mr. Julius W. Hobson, Director

Dear Mr. Hobson:

We are much impressed with your publication and your mission. The booklet is both attractive and informative, and can be of great use to our students involved in the Teacher Education program at Vassar.

May we request ten additional copies for our curriculum and central libraries? Many thanks for your response.

Sincerely,

Emma McConnell

Emma McConnell
Director
Teacher Education

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
300 M St., S.W., Washington, D.C. 20024

April 16, 1970

Mr. Chuck Stone
Director, Educational Opportunities
Project
Educational Testing Service
Princeton, New Jersey 08540

Hello Chuck:

I got your letter of April 8. No one was any more surprised than I that the Post printed my letter on Raspberry. Glad you liked it.

I looked with interest at the list of available job opportunities in the Educational Testing Service although, at this point in time, I could not take a full-time job -- but I damn sure would be interested in one in about nine months. In the meantime, do you have any consultancys floating around up there?

I'm glad you like the place. If it was not exciting as hell when you got there, if you follow your old pattern, it will sure be exciting as hell before you leave. I have always envied your rich experiences in work and writing.

Hope we can get together soon. Tina's doing fine, and say hello to Louise and your children for me.

A tired old warrier,

Julius W. Hobson
Director

JWH:db

Send | reply

EDUCATIONAL TESTING SERVICE PRINCETON, N. J. 08540

AREA CODE 609
921-9000
CABLE: EDUCTESTSVC

April 8, 1970

Mr. Julius W. Hobson
Washington Institute for Quality Education
102 G Street S.W.
Washington, D.C.

Great Leader:

Louise sent me a clipping of your letter to the Post on Raspberry. Simply brilliant!

You've developed a beautiful style that kicks ass in a magnificently restrained manner -- and that is the secret! Ah cain't have you doing so well or you'll replace me as the Post's nemesis to its letters to the Editor!

I hope all is well with you. I'm moving slowly through this complicated maze of testing procedures, research and program development. This is one fantastic place. And exciting as hell! I'm really enjoying it. For one thing, they have some of the most brilliant guys in education here.

How's Tina? Give her my love. I hope to see you two soon. Hang in there, leader and again, congratulations on a great letter!

Liberation, the peace,

Chuck

Chuck Stone, Director
Educational Opportunities Projects

CSS:kls

Take a look at these - any interest you?

AVAILABLE JOB OPENINGS

EDUCATIONAL TESTING SERVICE
Princeton, New Jersey 08540

DIVISION	JOB	DEGREE REQUIREMENT	SALARY RANGE
Test Development	Associate Examiners Social Studies Foreign Languages - Russian & German French & Spanish Verbal Aptitude Education Humanities	M.A.+*	$11,000-$15,000
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Test Program Research & Statistics	Statistical Associate	M.A.+*	$10,000-$14,000
College Board	Assistant Program Director	M.A.+*	
	Educational Guidance Info. System		$12,000-$15,000
	Prelim. SAT, Trial Admin. Program, Validity Study Service		$12,000-$15,000
	Comparative Guidance Program		$12,000-$15,000
	Assistant to Senior Prog. Director	B.A.	$ 8,000-$10,000
General Programs	Associate Program Director - NTE	Ph.D.	$15,000+
	Assistant Program Director - Vocational/Technical	M.A.+	$12,000-$15,000
	Graduate Record Examination	Ph.D.	$12,000-$15,000

*Either additional graduate training beyond specified degree or experience in a relevant field.

MAR 1970

DIVISION	JOB	DEGREE REQUIREMENT	SALARY RANGE
Advisory & Instructional Prog.	Associate Librarian	M.L.S.	$ 8,900-$12,500
Educational Studies	Research Psychologist	Ph.D.	$15,000+
	Associate Research Psychologist	Ph.D.	$12,000-$15,000
Developmental Research	Chairman & Research Psychologist Educational Technology	Ph.D.+	$15,000+
	Teacher Behavior	Ph.D.+	$15,000+
	Higher Education	Ph.D.+	$15,000+
	Research Assistant	B.A.	$ 6,000-$8,000
Information Services	Head, Writing Services	B.A.+	$14,000-$18,000
Officers	Operations Analyst - Planning Office	M.B.A.	$10,000-$13,000
Physical Planning & New Construction	Facilities Planning Administrator	B.S.+	$12,000-$15,000
Operations	Assistant Head		
	Office Services		$ 7,000-$10,000
	Shipping		$ 8,000-$11,500
	Correspondence Coordinator	B.A.	$ 7,000-$11,000
Publications	Forms Designer	no degree	$ 5,000-$7,500
	Art Assistant		$ 8,000-$10,000
	Associate Editor	B.A.	$10,000-$12,000
MWO	Prof. Assoc., Advisory Services	Ph.D.	$12,000-$15,000
Administrative Services	Senior Operations Coordinator	B.A.+	$10,500-$15,000

For additional information for any of the jobs listed above, write to James F. Wohlhueter, Educational Testing Service, Princeton, New Jersey 08540.

300 M St., S.W., Washington, D.C. 20004

March 24, 1970

Miss Mary Hollander
Cardozo High School
13th & Clifton Streets, N.W.
Washington, D.C.

Dear Miss Hollander:

I want to thank you for your letter and your fine concern for the young people you teach.

As you may not know, Black Pride came out some time ago and I no longer have any copies to give away. The book's publisher has informed me that in the very near future a paper back version will be available so you will soon be able to buy a few copies without incurring too great an expense.

Sincerely,

Julius W. Hobson
Executive Director

JWH:db

Cardozo High School
March 13, 1970

Dear Mr. Hobson;

I am starting a new unit on Black Literature and I need about 30 copies of your book, to use as an adjunct. If you, as the author, could get some, it would be marvelous, and certainly there is no better time than Friday the 13th to try!

I am concerned that with all the cross-currents and strains that our students experience, they get a balanced version of the Civil Rights struggle, and I think that your book provides it. Often their writing shows questions: why didn't the slaves revolt? I've explained that they DID, but that numbers do not always mean the deciding vote, if you are weak and have no weapons, and the other side does. Still, I think if they read the whole thing, it would be good. Besides, the book provides interesting information about some of the people who are written about in poetry and literature.

Also, I am concerned that if they are going to be "Black and Proud", they have some understanding of what that means in terms of substance; i.e., knowing what the literature and heritage IS. And frankly, I think too many of them shout slogans without being at all aware of the richness of their literature and history, part spent in the anguish of bondage, part spent in the anguish de facto slavery if not de jure.

I intended to ask Drum and Spear for a consignment of books, so that the kids could pick what they wanted (they'd have to buy the book they want, since I have no funds,) but I made the mistake of going over there today, and of course, since my skin was white, and Ralph Featherstone owned that store, I was bodily refused entrance, and even threatened physically. I tried to explain, but there is no explaining, of course, when people look at you as a symbol of "Whitey." I am reminded of the theme of Ralph Ellison"s Invisible Man.

Is there any possibility at all that you can Get some copies of your book for spreading around? There isn't any reward in it at all for you--except that the Students will learn something. Maybe I can require them to go to Drun and Spear on their own--it's a sure thing I can't get in there any more. My freckles just don't work! Too bad--they've got beautiful collections.

Sincerely,

Mary Hollander

Mary Hollander
Cardozo High School

P.S. It's not that I can't spell, but the typing is less than perfect!

March 19, 1970

Mr. David F. Smith
Box 372
Fordham University
New York, N.Y. 10458

Dear David:

Thank you for your letter. I look forward to hearing from you during your vacation break.

Please give me a call.

Sincerely,

Julius W. Hobson
Executive Director

JWH:db

March 13,1970.
David F. Smith
Box 372
Fordham University
N.Y.,N.Y. 10458

Mr. Julius Hobson
300 M Street S.W.
Washington D.C.

Dear Mr. Hobson,

It was with a sense of pride that I read an article from The Washington Post concerning your ACLU support regarding school expenditures. Even though you probably did not incorporate the research that I did over the summer, I still felt a part of the newspaper article because I had helped in a small way.

I will be in D.C. between March 26 and April 6. Unless it is not convinient for you, I plan to come by and say hello.

I hope that you are still considering me as an aid this summer. I was flattered that you considered me as a help to you last summer and I would enjoy doing it again.

Last week I was elected my class's representative to the Student Government.

I look forward to hearing from you.

Sincerely,

David F. Smith

David F. Smith

March 19, 1970

Mr. Hudson B. Drake
President's Commission on
White House Fellows
The White House
1600 Pennsylvania Avenue, N.W.
Washington, D.C.

Dear Mr. Drake:

Thank you very much for forwarding the newspaper article to me. I am glad to have a chance to read it.

Sincerely,

Julius W. Hobson
Executive Director

JWH:db

Arthur S. Flemming
Chairman

LEAH

Hudson B. Drake
Director

PRESIDENT'S
COMMISSION ON WHITE HOUSE FELLOWS

THE WHITE HOUSE

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Mason W. Gross
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Assistant to the President
The White House

Robert E. Hampton
Chairman
Civil Service Commission

Alexander Heard
Chancellor
Vanderbilt University

Doris H. Kearns
Assistant Professor of Government
Harvard University

Roy E. Lieuallen
Chancellor
Oregon State System of Higher Education

Hobson R. Reynolds
Philadelphia, Pennsylvania

Sam Wyly
Chairman of the Board
University Computing Company

March 16, 1970

Dear Mr. Hobson:

Pursuant to a discussion between you and my wife Joan the other night at David Miller's home, attached is the article my wife mentioned for your information.

It was nice meeting you and your charming wife and I look forward to seeing you both again soon.

Sincerely yours,

HUDSON B. DRAKE

Mr. Julius Hobson
Washington Institute for Quality
300 M Street, Southwest
Washington, D. C. 20024

April 24, 1970

William J. Baroody
President
American Enterprise Institute
For Public Policy Research
1200 Seventeenth Street, N. W.
Washington, D. C. 20036

Dear Mr. Baroody:

I would be most happy to attend and participate in your discussion of the relevancy of education in America today as well as be able to have the opportunity to meet and talk with Drs. Kenneth B. Clark and Alex C. Sherriffs.

Until May 6 at 3:30 p.m.,

Yours very truly,

Julius W. Hobson
Director

JWH:imm

April 24, 1970

Mr. Frank L. Morris
The American Political Science Association
1527 New Hampshire Avenue, N. W.
Washington, D. C. 20036

Dear Mr. Morris:

Thank you for your invitation to participate as a discussant on the afternoon of June 11 at the Shoreham Hotel on the topic: Black Politics and the Road to Liberation: Electoral and Non-electoral Politics. I would be most happy to attend.

My only question is exactly what time on the afternoon of June 11, 1970, will the session start?

Yours very truly,

Julius W. Hobson
Director

JWH:imm

June 3, 1970

Reverend David H. Eaton
All Souls Unitarian Church
4418 Eastern Avenue, N. E.
Washington, D. C.

Dear Mr. Eaton:

Pursuant to our telephone conversation of June 2, this is the formal request that Washington Institute for Quality Education be considered for the utilization of free, summer, office space at the All Souls Church.

We will be running programs in consumer education this summer and we have many volunteers which will be working out of such offices for at least two months. We will pay any expenses involved, such as telephone service.

Thank you for your consideration.

Sincerely yours,

Julius W. Hobson
Director

JWH:imm

June 3, 1970

Reverend David R. Eaton
All Souls Unitarian Church
4418 Eastern Avenue, N. E.
[illegible]

[illegible]

Pursuant to our telephone conversation of June 2, this is the formal request that Washington Institute for Quality Education be considered for the [illegible]

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Thank you for your consideration.

Sincerely yours,

Julius W. Hobson

[illegible]

June 3, 1970

Mr. Horace R. Holmes
D. C. Manpower Administrator
U. S. Department of Labor
Washington D. C. 20210

Dear Mr. Holmes:

Thank you for your invitation to attend a conference in your office on June 16 to discuss the development of still another training project for Washington residents. I must say, however, that I look with a jaundice eye upon still another training project for Blacks.

During the most intense years of the Poverty Program when training projects were all over the place, the unemployment rate among Black youths between the ages of 16 and 25 climbed to over 26%.

Blacks are the only people in this country that have been forced to remain in perpetual apprenticeship and training. Since the beginning of the Reconstruction era, all of the minority groups who come to the United States get good jobs and are in the mainstream of economic life in 5 of 6 years, but Blacks seem to be perpetually preparing to enter the economic promise land.

The problem of employment in the District of Columbia and in the United States in general is discrimination and racism practiced in the utilization of Black manpower resources. If the United States government and the D. C. government, both of which take taxes from Black people and create jobs, which are then denied them because they are Black people, would put an end to these practices, the unemployment rate among Blacks would drop. They would have jobs like all other citizens whose only apparent qualifications are that they have the ability to stand up and breath. The time of your office would be better spent fighting against job discrimination practiced right inside "Mayor" Washington's Administration.

Sincerely,

Julius W. Hobson

JWH:imm

June 3, 1970

Mr. Horace R. Holmes
[illegible]
U. S. Department of Labor
Washington D. C. 20210

Dear Mr. Holmes:

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During the most intense years of the Poverty Program when training projects were all over the place the unemployment [illegible] the ages of 16 and 25 climbed to over 25%

Blacks are the only people in this country that have been forced to remain in perpetual apprenticeship and training. Since the beginning of the Reconstruction era all of the minority groups who come to the United States get good jobs and are in the mainstream of economic life in 5 of 5 years. but Blacks seem to be perpetually preparing to enter the economic promise land.

The problem of employment in the District of Columbia and in the United States in general is discrimination and racism practiced in the utilization of Black manpower resources. If the United States government and the D. C. government, both of which take taxes from Black people and create jobs, which are then denied them because they are Black people, would put an end to these practices, the unemployment [illegible] whose only apparent qualifications are that they have the ability to stand up and breath. The time of your office would be better spent fighting against job discrimination practiced right inside "Mayor" Washington's Administration.

[illegible]

Julius W. Hobson

JWH:imm

western union

Telegram

1970 MAR 24 PM 2 13

UDA086 (50)DEA323
DE CMA041 RC PD COLUMBUS IND 24 1158A EST
JULIUS W HOBSON, WASHINGTON INSTUTUTE FOR QUALITY
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WILL SEND $13,250 ON OR ABOUT APRIL 15 REMAINDER IN SEPTEMBER
E W BOOTH EXECUTIVE ASSOCIATE

$26,500 $13,250 15
(1202).

J-74-3308

SF-1201 (R5-69)

3 50
1970 MAR 24

A-407220

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Telegram

1970 MAR 24 PM 2 13

UDA036 (50)DEA323
DE CMA041 RC PD COLUMBUS IND 24 1158A EST
JULIUS W HOBSON, WASHINGTON INSTUTUTE FOR QUALITY
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CUMMINS ENGINE FOUNDATION APPROVED $26,500 GRANT TO WIDE STOP
WILL SEND $13,250 ON OR ABOUT APRIL 15 REMAINDER IN SEPTEMBER
E W BOOTH EXECUTIVE ASSOCIATE

$26,500 $13,250 15
(1202).

J-54-3308

SF-1201 (R5-69)

Western Union

Telegram

1970 MAR 24 PM 2 13

WDA036 (50)DEA323
DE CMA041 RC PD COLUMBUS IND 24 1158A EST
JULIUS W HOBSON, WASHINGTON INSTUTUTE FOR QUALITY
EDUCATION 300 M ST S W WASHDC *Fund of Interest*
CUMMINS ENGINE FOUNDATION APPROVED $26,500 GRANT TO WIDE STOP
WILL SEND $13,250 ON OR ABOUT APRIL 15 REMAINDER IN SEPTEMBER
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$26,500 $13,250 15
(1202).

J-74-3308

SF-1201 (R5-69)

July 10, 1970

Educational Press Association
Syracuse University
Newhouse Center
Syracuse, New York

Gentlemen:

We are an educational institution that will soon be publishing a pamphlet to be distributed to various other educational associations throughout the United States. Therefore, if you have any information or listings of these various educational associations and their addresses, we are requesting you to send us any such information.

Our address is: Washington Institute for Quality Education
300 M Street, S. W.
Washington, D. C. 20024

Your assistance would be very much appreciated.

Sincerely,

Irene Martinez

Our address is: Washington Institute for Quality Education
300 M Street, S. W.
Washington, D. C. 20024

July 10, 1970

Education Writers Association
Indiana University
Bloomington, Indiana

Gentlemen:

We understand you have a booklet listing the various names and addresses of all the major educational associations in the United States. Therefore, we are requesting you to send us a copy of this booklet.

We are an educational institution and will be publishing a pamphlet soon that we would like the various educational associations to become familiar with.

Our address is: Washington Institute for Quality Education
300 M Street, S. W.
Washington, D. C. 20024

Thank you for your time and consideration.

Sincerely,

Irene Martinez

Education Writers Association
Indiana University
Bloomington, Indiana

addresses of all the major educational associations in the United States. Therefore, we are requesting you to send us a copy of this booklet.

We are an educational institution and will be publishing a pamphlet soon that we would like the various educational associations to become familiar with.

Our address is: Washington Institute for Quality Education
100 M Street, S. W.
Washington, D. C. 20024

Thank you for your time and consideration.

Saturday Review

2500 to 3000 words.

15 pages

Events in outline.

Photo Ref

Founded 1909

THE PROGRESSIVE

MADISON, WISCONSIN 53703 • 608/257-4626

MORRIS H. RUBIN, EDITOR

September 4, 1970

Mr. Julius W. Hobson
Washington Institute for
Quality Education
300 M Street, S.W.
Washington, D.C. 20024

Dear Mr. Hobson:

Erwin Knoll has told me of his talk with you about the possibility of your doing an article for The Progressive that would be a critical analysis of the public school system in the District of Columbia. I am greatly interested in the subject and I think it is high time The Progressive gave it a careful going over. I therefore urge you to go ahead with the proposed article, keeping it to about 3000 words if humanly possible.

I do not now give you a definite deadline because I should tell you in all fairness we are heavily over-committed for the month or two ahead and I am not certain whether we could publish the article until our December or January issue. However, the sooner I have it, the better will be the prospects of working it in sooner than later, especially since some of the commitments we now have may not materialize for whatever reason.

It would be helpful if you could let me know on the enclosed postcard whether you intend to go ahead with the article and also provide me with some approximate time by which I might expect to see the manuscript.

With best wishes,

Sincerely,

Morris H. Rubin
Editor

MHR:mep
Encl.

Federal City College

Dr. Harland Randolph
President

8 SEP 1970

Mr. Julius Hobson
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D. C. 20024

Dear Julius:

I am delighted to have been elected to your Board of Directors. Thanks for thinking of me; I look forward to joining this forum on "quality" education.

Sincerely yours,

Harland Randolph

Harland Randolph

425 Second Street NW • Washington DC 20001 • 628-3226 Area Code 202

DISTRICT OF COLUMBIA CITIZENS
FOR BETTER PUBLIC EDUCATION, INC.

June 4, 1970

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95 M St SW
20024

Mr. Julius Hobson
300 N Street, S. W.
Washington, D. C. 20024

Dear Julius:

Someone was telling me about your TV interview on Sunday and I'm sorry I didn't see it. Apparently you mentioned a career development program in California as something very needed here and I wondered if you had seen the enclosed Career Development program developed in Norman Nickens' office. I happen to have several copies, and think it is quite an exciting plan although I have a couple of questions about parts of it. The young man responsible for working on it is Paul Cawein and I believe some planning funds have already been approved.

As you can see, we have moved our offices. Do come and see us, or can we have lunch and compare notes one day soon?

Sincerely,

Nancy Harrison

Mrs. Gilbert A. Harrison

GAH/eb

1346 Connecticut Avenue, N.W., Washington, D.C. 20036 Telephone 296-1964

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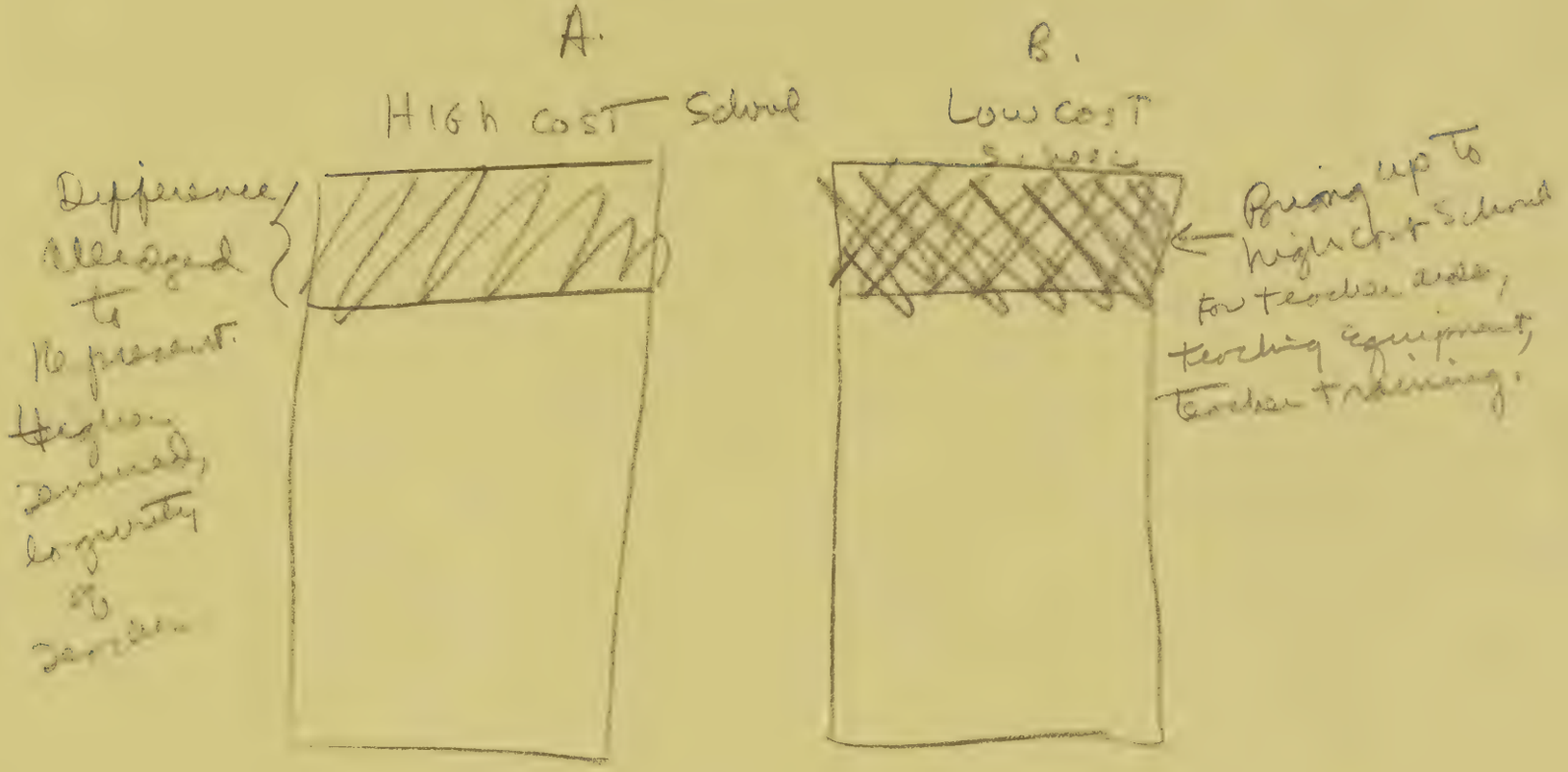
Julius'



Rationale: If high cost is because of higher teacher pay which is a proxy for tenure, Status, longevity (assumed to be ~~=~~ quality indicies) then the added amount to the low cost schools to bring up to high cost should be Compensatory resources, such as teacher aides, teaching equipment, in service training.

In other words Bring School A down, Bring school B up.

ADJUSTMENT OF CLASS SIZE TO A 27:1 RATIO FOR GRADES 1-6, 40:1 FOR KINDERGARTEN AND 30:1 FOR PRE-KINDERGARTEN FOR ELEMENTARY SCHOOLS UNDER THE MODEL SCHOOL DIVISION BASED ON MEMBERSHIP OF SEPTEMBER 21, 1970

School	Grade	Number of Classes From	Number of Classes To	Net Gain or Loss	Total Change
Bancroft	Pre-K	2 @ 10	1 @ 20 Pre-K + 10 K	-1	
	K	2 @ 56-57	3 @ 41	+1	
	1	5 @ 20-27	4 @ 27	-1	
	2	5 @ 23-27	1 @ 18 Gr. 1 + 8 Gr. 2		
			4 @ 28		
	4	4 @ 31-32	4 @ 27		
			1 @ 19 Gr. 4 + 8 Gr. 5	+1	
	5	4 @ 30-32	4 @ 27		
			1 @ 7 Gr. 5 + 13 Gr. 6		
	6	4 @ 20-27	3 @ 27		
Total					0
Bruce	1	2 @ 21-23	1 @ 27		
	2	2 @ 17-21	1 @ 17 Gr. 1 + 10 Gr. 2		
			1 @ 28	-1	
	3	3 @ 16-20	2 @ 27	-1	
	4	2 @ 23	1 @ 27		
			1 @ 19 Gr. 4 + 6 Gr. 5		
	5	3 @ 19-22	2 @ 27	-1	
Total					-3
Bundy		NO CHANGE			0
Cleveland	Pre-K	3 @ 12-30	2 @ 31	-1	
	K	1 @ 32	1 @ 32 K + 6 Gr. 1		
	1	2 @ 15-18	1 @ 27	-1	
	2	2 @ 20	1 @ 28	-1	
			1 @ 12 Gr. 2 + 15 Gr. 3		
	3	2 @ 21-22	1 @ 28		
	4	2 @ 30	2 @ 27		
		1 @ 8 Gr. 4 + 18 Gr. 5	1 @ 14 Gr. 4 + 7 Gr. 5		
	5	1 @ 16	1 @ 27		
Total					-3
Cooke, H. D.	Pre-K	4 @ 15-24	2 @ 30		
			1 @ 17 Pre-K + 13 K	-2	
	K	3 @ 35-36	2 @ 40		
			1 @ 14 K + 14 Gr. 1		
	1	6 @ 23-26	5 @ 26		
	2	6 @ 17-23	4 @ 27		
			1 @ 8 Gr. 2 + 18 Gr. 3	-2	
	3	5 @ 20-26	4 @ 27		
		1 @ 10 Gr. 3 + 12 Gr. 4			
	4	4 @ 24-26	4 @ 28		
Total					-4

School	Grade	Number of Classes From	Number of Classes To	Net Gain or Loss	Total Change
Garrison	Pre-K	2 @ 25-27	1 @ 30		
			1 @ 22 Pre-K + 13 K	-1	
	K	3 @ 23-37	2 @ 40		
	1	6 @ 16-22	4 @ 28	-2	
			1 @ 3 Gr. 1 + 24 Gr. 2		
	2	5 @ 20-22	3 @ 27	-1	
	3	7 @ 21-23	5 @ 27		
			1 @ 18 Gr. 3 + 9 Gr. 4		
	4	6 @ 22-26	5 @ 27	-2	
	5	4 @ 20-27	3 @ 28	-1	
			1 @ 11 Gr. 5 + 15 Gr. 6		
	6	4 @ 23-26	3 @ 28		
Total					-7
Grimke	1	2 @ 22-23	1 @ 27		
			1 @ 18 Gr. 1 + 10 Gr. 2		
	2	3 @ 21-22	2 @ 27	-1	
			1 @ 25		
	3	3 @ 15-18	1 @ 26	-1	
	5	2 @ 19-20	2 @ 25		
		1 @ 11 Gr. 5 + 10 Gr. 6		-1	
	6	2 @ 22-24	2 @ 28		
Total					-3
Harrison	K	1 @ 33	1 @ 33 K + 7 Gr. 1		
	1	2 @ 22-25	1 @ 27		
			1 @ 13 Gr. 1 + 14 Gr. 2	-1	
	2	3 @ 18-21	1 @ 27		
			1 @ 17 Gr. 2 + 10 Gr. 3		
	3	4 @ 16-19	2 @ 27		
			1 @ 7 Gr. 3 + 19 Gr. 4	-2	
	4	4 @ 17-20	2 @ 27		
Total					-3
Meyer	K	2 @ 56-66	3 @ 41	+1	
			3 @ 28		
	1	6 @ 20-25	2 @ 27	-1	
	2	6 @ 17-24	4 @ 27	-2	
			1 @ 14 Gr. 2 + 8 Gr. 3		
	3	6 @ 22-26	5 @ 27		
	4	6 @ 27-31	6 @ 27		
			1 @ 15 Gr. 4 + 14 Gr. 5		
	5	5 @ 23-27	4 @ 27		
Total					-2

School	Grade	Number of Classes From	Number of Classes To	Net Gain or Loss	Total Change
Monroe	1	2 @ 20	2 @ 28		
		1 @ 16 Gr. 1 + 10 Gr. 2	1 @ 28		
	2	2 @ 23-24	1 @ 29	-1	
	3	2 @ 18-24	2 @ 27		
		1 @ 11 Gr. 3 + 14 Gr. 4			
	4	3 @ 21-23	3 @ 27	-1	
Total					-2
Montgomery	Pre-K	1 @ 36	1 @ 30		
			1 @ 6 Pre-K + 26 K		
	K	2 @ 50-56	2 @ 40	+1	
	1	6 @ 24-27	5 @ 27	-1	
			1 @ 19 Gr. 1 + 8 Gr. 2		
	2	6 @ 16-23	4 @ 26	-1	
			1 @ 10 Gr. 2 + 14 Gr. 3		
	3	3 @ 19-25	2 @ 26	-1	
Total					-2
Morse		NO CHANGE			0
Park View	K	2 @ 48 & 49	2 @ 40		
			4 @ 27		
	1	5 @ 21-25	1 @ 23 (17 K + 6 Gr. 1)		
			2 @ 27		
	4	8 @ 22-28	5 @ 26	-1	
Total					-1
Raymond	2	8 @ 17-26	6 @ 27	-2	
			5 @ 28		
	3	6 @ 24-28	1 @ 25 (17 Gr. 3 + 8 Gr. 2)		
	5	6 @ 20-25	5 @ 28	-1	
Total					-3
Seaton	Pre-K	4 @ 8-14	2 @ 30	-2	
			1 @ 35		
	K	2 @ 20-44	1 @ 33 (30 K + 3 Pre-K)		
			16 @ 28		
	1-6	21 @ 19-26	1 @ 26	-4	
Total					-6
Tubman	K	2 @ 51 & 53	2 @ 40		
			30 @ 27		
	1-6	32 @ 20-33	1 @ 28		
			1 @ 31 (24 K + 7 Gr. 1)		
Total					NO CHANGE

ADJUSTMENT OF CLASS SIZE TO A 27:1 RATIO FOR GRADES 1-6, 40:1 FOR KINDERGARTEN AND 30:1 FOR THE PRE-KINDERGARTEN FOR ANACOSTIA ELEMENTARY SCHOOLS OF THE D. C. PUBLIC SCHOOLS BASED ON MEMBERSHIP OF SEPTEMBER 21, 1970

School	Grade	Number of Classes From	To	Net Gain or Loss
Birney	K	2 @ 70	3 @ 42	+1
	1	7 @ 16-21	1 @ 14 K + 21 Gr. 1	-2
			4 @ 28	
	3	5 @ 28-32	5 @ 27	
	4	6 @ 20-25	1 @ 12 Gr. 3 + 11 Gr.4	
			5 @ 26	0
TOTAL				-1
Congress Hghts	Pre-K	1 @ 22	1 @ 22 Pre-K + 5 K	
	K	3 @ 53-59	4 @ 40	+1
	1	6 @ 32-33	5 @ 28	
			2 @ 27	+1
	3	4 @ 35-41	5 @ 27	+1
	4	5 @ 30-36	1 @ 16 Gr.3 + 8 Gr.4	
			6 @ 27	+2
	5	4 @ 34-36	5 @ 26	+1
	6	3 @ 30-31	1 @ 11 Gr.5 + 14 Gr.6	
			3 @ 26	+1
TOTAL				+7
Draper	K	3 @ 70	5 @ 42	+2
TOTAL				+2
Green	K	3 @ 48-55	3 @ 40	
			1 @ 38	+1
	1	8 @ 20-25	6 @ 27	-2
	2	9 @ 22-26	1 @ 11 Gr.1 + 13 Gr.2	
			7 @ 28	-1
	3	7 @ 23-29	6 @ 28	
	4	6 @ 28-32	1 @ 12 Gr.3 + 11 Gr.4	
			6 @ 28	
TOTAL				-2
McGogney Annex	K	1 @ 56	1 @ 40	+1
	1	2 @ 32-33	1 @ 16K + 11 Gr.1	
			2 @ 26	
	2	3 @ 26-32	3 @ 27	
	3	2 @ 23-25	1 @ 7 Gr.2 + 18 Gr.3	
			2 @ 27	+1
	4	4 @ 27-31	4 @ 27	
	5	3 @ 22-23	1 @ 9 Gr.4 + 14 Gr.5	
			2 @ 27	
TOTAL				+2

* McGogney

School	Grade	Number of Classes From	To	Net Gain or Loss
Moten	2	10 @ 20-21	7 @ 27	-1
	3	8 @ 27-29	1 @ 19 Gr.2 + 8 Gr.3	
			8 @ 27	
	4	6 @ 32	3 @ 26	
			4 @ 27	+1
	5	4 @ 33-34	3 @ 27	
			2 @ 26	+1
	6	4 @ 32-33	4 @ 26	
			1 @ 27	+1
TOTAL				+2
Savoy	K	2 @ 37-65	2 @ 42	
	1	5 @ 30-33	1 @ 18 K + 17 Gr.1	
			5 @ 28	+1
	2	6 @ 29-32	6 @ 28	
	3	6 @ 29-32	1 @ 18 Gr.2 + 11 Gr.3	+1
			6 @ 28	
	4	6 @ 30-33	7 @ 27	+1
	5	4 @ 30-33	5 @ 27	
	6	1 @ 20 Gr.5 + 26 Gr.6	1 @ 13 Gr.5 + 13 Gr.6	
		4 @ 30-33	5 @ 28	+2
TOTAL				+5
Turner	K	2 @ 49-52	2 @ 40	
	1	7 @ 22-29	1 @ 21 K + 17 Gr.1	
			6 @ 27	
	2	6 @ 22-27	5 @ 27	
	3	5 @ 26-30	1 @ 13 Gr.2 + 10 Gr.3	
			5 @ 27	
	4	5 @ 25-33	5 @ 27	
	5	4 @ 30-34	1 @ 7 Gr.4 + 21 Gr.5	
			4 @ 27	
TOTAL				0
*McGogney	K	2 @ 50	2 @ 40	
			1 @ 35 20K + 15 Gr.1	+1
	1	6 @ 20-26	4 @ 26	
			1 @ 24 14 Gr.1 + 10 Gr.2	-1
	2	6 @ 24-27	4 @ 28	
			1 @ 27	-1
	3	6 @ 22-26	3 @ 28	
			2 @ 27	-1
	5	5 @ 23-28	1 @ 26 21 Gr.5 + 5 Gr.6	
			4 @ 27	
	6	4 @ 30-31	4 @ 29	
TOTAL				-2

ADJUSTMENT OF CLASS SIZE TO A 27:1 RATIO FOR GRADES 1-6, 40:1 FOR KINDERGARTEN AND 30:1 FOR THE PRE-KINDERGARTEN FOR COMMUNITY SCHOOLS OF THE D. C. PUBLIC SCHOOLS BASED ON MEMBERSHIP OF SEPTEMBER 21, 1970

School	Grade	Number of Classes		Net Gain or Loss	Total Change
		From	To		
Adams		NO CHANGE			
Morgan Community	Non-Graded		9 @ 26		
	1-6	24 @ 16-24	9 @ 27	-6	
Morgan Annex Total					-6

Miriam Wasserman
EDUCATIONAL CONSULTANT
8 Jordan Avenue
San Francisco, Cal. 94118

May 20, 1970

Mr. Julius Jobson
300 M Street S.W.
Washington, D.C.

Dear Mr. Hobson,

You may (more likely, perhaps, may not) remember me as a friend of Henry Stines. We met a couple of times at school things in Washington, and once at a meeting at 201 in New York.

I have just completed a book about the New York, and the national, public school crisis, entitled The School Fix, NYC, USA, and I've asked my publisher (Outerbridge & Dienstfrey, 200 West 72 Street, New York) to send you a copy in the hopes that you would find it useful and perhaps be inclined to make some comments about it for promotion, or perhaps to write a review of it in some publication to which you have access.

In any case, admiring the role you have played in school affairs, as I do, I would personally appreciate to know what you think about it.

Sincerely,

Miriam Wasserman

(Mrs.) Miriam Wasserman

2.4.2

Pacifica Radio

800 Federal Bar Building 1815 H Street, N.W., Washington, D.C. 20006
347-8500 Ext. 247 Night Line 347-3265

May 14, 1970

Mr. Julius Hobson
Washington Institute for Quality Education
300 "M" Street, S. W.
Washington, D. C.

Dear Julius:

It is very refreshing to hear someone as enlightened as yourself say he does not feel that he is a community leader, or in any way represents black people. In my opinion, you do both. It was a pleasure meeting with you this morning in your office and I thank you very much for your kind attention and the contribution you made to Pacifica projects here in Washington. I look forward to hearing from you again.

I am enclosing with this letter the questionnaire referred to in our conversation. If you will fill it out at your earliest convenience, I will stop by and pick it up. Again, thank you for your time and keep in mind if there is anyone or anything that you feel you can add to this Pacifica effort in Washington, please contact me or the office here and let me know.

Peace, power

Phil Watson
Manager Designate
Pacifica Washington

Enclosure

THE AMERICAN POLITICAL SCIENCE ASSOCIATION
1527 NEW HAMPSHIRE AVENUE, N.W.
WASHINGTON, D. C. 20036

(AC 202) 387-8585

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July 1, 1970

Dear Mr. Hobson:

On behalf of myself and the APSA Committee on the Status of Blacks, I want to express my sincere thanks to you for taking time out of a very busy schedule to be with us at our Conference on Black Politics.

We are especially grateful to you for the special contribution that you made in sharing with us your ideas, concerns and hopes for mobilizing and organizing the black community to deal effectively with its political needs. We hope that this Conference will be only the beginning of a collective effort by political scientists to work and cooperate more with black officeholders and black community leaders in areas of common concern.

With best wishes.

Sincerely,

Mae C. King

Mae C. King
Staff Associate for the
Committee on the Status
of Blacks in the Profession

Mr. Julius Hobson
Director, Washington Institute for
Quality Education
1531 31st Street, N.W.
Washington, D.C. 20007

NATIONAL WELFARE RIGHTS ORGANIZATION

1419 H Street, N. W.
Washington, D. C. 20005
Tel: (202) 347-7727

June 30, 1970

Mr. Julius Hobson
300 M. St. S.W.
Washington, D.C. 20020

Dear Mr. Hobson:

On behalf of the D.C. Welfare Rights Organizations I am extending a much appreciated word of thanks for the support you rendered during the struggle for poor people's rights.

The major concessions which the City Council members and the Welfare Administration agreed to were two-fold. The three members of the City Council who attended the emergency meeting agreed to convene a special session of the entire council to pass a resolution authorizing money for emergency furniture grants. The Council will then go to Congress and fight for the necessary appropriation. The Council members have established these furniture needs as a top priority item comparable to the one thousand policemen the District of Columbia is trying to recruit. There will be a meeting Monday with NWRO representatives and the City Council Welfare Committee to draft the resolution.

In addition, the Welfare Administration has agreed to start processing immediately, the furniture request forms which were passed into the Welfare Department earlier in June. Welfare recipients will return at 11:00am next Thursday (July 2) expecting to have their emergency furniture needs met.

We need your continued support to force the City Council to maintain its commitment to poor

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MR. ALDEN BROWN
Lucasville, Ohio

Sergeant-at-Arms:
MRS. DOROTHY DiMASCIO
Houston, Texas

Western Regional Representative:
MRS. MINNIE TISBY
Fontana, Calif.

Central Regional Representative:
MRS. NEZZIE WILLIS
Chicago, Ill.

Southern Regional Representative:
MRS. ANNIE SMART
Baton Rouge, La.

Eastern Regional Representative:
MRS. JENNETTE WASHINGTON
New York, N.Y.

Executive Director
DR. GEORGE A. WILEY
Washington, D.C.

people. It is important that citizens of your stature continue to apply pressure on the City Council. This action would further insure that Mrs. Thompson along with the City Council do not renege on their public commitment. Your presence next Thursday at the Welfare Department will help avoid needless extraneous behavior by the D.C. Police Department.

Again, thank you for your active support.

Yours in the Struggle,

George A. Wiley
Executive Director

Expect coming ⇒

Feb. 20
7 p.m.

Greater Washington Area

BLACK UNITARIAN UNIVERSALISTS CAUC' S

GWA-BUUC

5133 12TH ST., N.E.
WASHINGTON, D. C. 20011
Phone — LA 9-6358

CHAIRMAN
JULIUS MACK

VICE CHAIRMAN
STANLEY PORTER

STEERING COMMITTEE
EDWARD NOLAN
MIGNON RUMMONS
CHARLES HARRINGTON
MARGARET WILLIAMS

February 12, 1970

Mr. Julius Hobson
102 G Street, S.W.
Washington, D. C. 20024

Dear Brother Hobson,

I'm finally writing to you concerning your participation in the 3rd Annual National meeting of the Black Unitarian Universalist Caucus (BUUC). The theme of this meeting is "Black Humanism in Institution Building."

I'm enclosing a general outline of the program for your information. I will precede you on the program and will welcome the delegates and friends to D.C. This welcome will include a brief description of the oppressive colonial nature of operational governments of D.C. with a few spicey examples.

You will then be introduced (probably as our mayor or city spokesman since we don't have an elected city official). I would suggest a speaking time of 10-15 minutes. If you desire background information concerning your audience, please call me at the above number.

I hope you find it convenient to attend additional segments of our meeting.

Yours in brotherhood,

Julius Mack
Julius L. Mack

/s

Hobson

NATIONAL MEETING
OF THE
BLACK UNITARIAN UNIVERSALIST CAUCUS (BUUC)
FEBRUARY 20-23, 1970
SHERATON-PARK HOTEL AND MOTOR INN
WASHINGTON, D. C.

"BLACK HUMANISM IN INSTITUTION BUILDING"

Tentative Program

Friday, February 20	
11:00 a.m.-7:00 p.m.	Registration
12 Noon-4:00 p.m.	Committee Meetings:
	Nominating Committee
	Rules and Constitution Committee
	Resolutions Committee
	Credentials Committee
	Awards Committee
	Finance Committee
	Directions Committee
4:30 p.m.-6:30 p.m.	BUUC Steering Committee
7:00 p.m.	Greetings and Introductions } Julius Mack, Julius Hobson
	Black Folk Music
Harland Randolph, T. E. McKinney, Jr., David Eaton, Hayward Henry	Panel: "Institutional Perspectives on Black Humanism"
	"Black Humanism in Music and Poetry"
	Annual Report of the Black Affairs Council
	Small Group Discussions and Cash Bar
Saturday, February 21	
8:30 a.m.-5:00 p.m.	Registration
9:00 a.m.-12 Noon	*Plenary Session I:
	Annual Report of the BUUC National Chairman
	Open Discussion and Adoption of Agenda
12 Noon-1:00 p.m.	Lunch Break
1:00 p.m.-3:00 p.m.	Committee Reports
3:00 p.m.-7:00 p.m.	Regional Meetings
8:30 p.m.-10:30 p.m.	Main Address: Dr. C. Eric Lincoln
10:30 p.m.	Greater Washington Area BUUC Hospitality

Hobson

National Meeting (cont'd)

Page two

Sunday, February 22	
11:00 a.m.-12 Noon	Black Humanism in Worship-- All Souls Unitarian Church
12:15 p.m.-2:00 p.m.	Luncheon--All Souls Unitarian Church
2:30 p.m.-6:30 p.m.	*Plenary Session II: General Business
6:30 p.m.-7:30 p.m.	Dinner Break
7:30 p.m.-8:00 p.m.	Introduction of Workshop Leaders
8:00 p.m.-11:30 p.m.	Topical Workshops: "Black Humanism and Black Ideology" "Black Humanism in Building the 'New Black Church'" "Black Humanism in the Design of Black Values and Black Culture" "Black Humanism in the Development of the Black Family" "Black Humanism and New Black Institutions: Economic Development (BAC Bonds and Reinvestments)" "Black Humanism and New Black Institutions: Politics and Community Organization" "The Relationship of Black Humanist Institutions to Supportive White Institutions (BAC and the UUA)"
Monday, February 23	
9:30 a.m.-1:00 p.m.	*Plenary Session III: Workshop Reports Resolutions

*Delegates Only

ALL SOULS UNITARIAN CHURCH - Sunday, February 22, 1970
Washington, D. C. at 11:00 a.m.

Procession	Call to Worship	Drums
Opening Words	The Call to Blackness	Rev. Harold Wilson
Anthem	Lift Every Voice & Sing (verses 1 & 2)	Congregation assisted by Howard University Gospel Choir
Reading	Affirmation of Black Community and Welcome Home	Rev. David Eaton
Spiritual	Offertory	Howard University Choir
Readings	From the Scriptures of Black Humanity	Rev. David Eaton
Drums	Meditations from the Heart of Blackness	Rev. Renford Gaines
Spirituals (2)	{ }	H.U. Gospel Choir
Sermon	The Way of Black Humanism	Rev. George Johnson
Anthem	Lift Every Voice & Sing (3rd verse)	Congregation assisted by H.U. Gospel Choir
Benediction	Blessings of Black Humanism	Rev. John Frazier
	Choral Amen	H.U. Gospel Choir
Recession		Drums

CENTER FOR THE STUDY OF STUDENT CITIZENSHIP,
RIGHTS AND RESPONSIBILITIES
5309 Eastport
Dayton, Ohio 45418

October 20, 1970

Mr. Julius Hobson
Director, Institute for Quality Education
300 M Street S.W.
Washington, D.C.

Brother Hobson,

I am sorry I missed you when you were in Dayton.

We are going to implement our new program, the Center for the Study of Student Citizenship, Rights and Responsibilities, on November 6, 7 and 8, 1970.

We are requesting that you serve as consultant to our Task Force on Minimum Standards and assist us in the development of background data statistics and strategies as you have done so brilliantly in other places.

We will need your services initially on November 6, 7 and 8, 1970 at an honorarium of $100 per day, plus expenses.

We will plan additional consultations after our initial planning sessions on November 6 and 8.

We would like to sincerely thank you for your assistance and encouragement. We are enclosing a description of the project, the tentative schedule of events for November 6, 7 and 8 and other pertinent information. Please contact us if you have any questions or concerns. Thanks again.

Yours in the Struggle
For the best possible Education
For all of our children,

Arthur E. Thomas
ARTHUR E. THOMAS
Director

AET:phb

enclosures a/s

Feb. 23

western union

Telegram

1970 FEB 18 PM 2 23

UDA054 WC030
(UD) BP PDF WASHINGTON DC 18 NFT
JULIUS HOBSON, DLY .75
WASHINGTON INSTITUTE FOR QUALITY EDUCATION 300 M ST SOUTHWEST
WASHDC
PETITIONERS MEETING WILL BE HELD FEBRUARY 23 800 PM AT 720
20TH STREET NORTHWEST ROOM 31 TO DISCUSS FUTURE PLANS RELATING
TO BROADCAST OWNERSHIP AND OPERATIONS AND STRATEGY CONCERNING
NEGOTIATIONS WITH OTHER DC TV STATIONS
JEAN CAMPER CAHN URBAN LAW INSTITUTE

23 800 720 20 31.

SF-1201 (R5-69)

C- 478328

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
SOCIAL SECURITY ADMINISTRATION
BALTIMORE, MARYLAND 21235

REFER TO: OA:AC

April 14, 1970

Mr. Julius Hobson
102 G Street, SW
Washington, D.C. 20024

Dear Julius:

I have been advised by the "SSA Lunchtime Discussion Group" that you will be speaking to the group on April 24 on your favorite subject "Discrimination in the Government." I know you have always been interested in SSA's accomplishments in the area of equal employment opportunity and I thought it would be informative for you to have an idea how SSA is doing now in this phase of our program.

While in all modesty I think we have made tremendous progress, of course, I recognize that in some areas we still have a piece to go especially in our efforts with regard to the Spanish-surnamed Americans and our new silent majority--the women, especially in the higher grades. I am enclosing a brief statistical statement of where we are now and where we were in 1966, by grades.

If you have any questions about the SSA data, I would appreciate it if you would give me a buzz.

Sincerely yours,

Louis Zawatzky
Deputy Assistant Commissioner for
Employee Relations

Enclosure

P.S. I was able to get later data on minority employment for SSA as a whole as of November 30, 1969, as well as Negro and Spanish-American employment. The rest of the data is as of June 30, 1969, which is the data readily available.

Please extend my greetings to your beautiful and gracious wife.

SOCIAL SECURITY ADMINISTRATION

Minority Employment 1966 - 1969

Total Social Security Administration

	9/30/66					11/30/69				
GRADE	Total Ees	Total Minor.	% to Total	Non-Minor.	% to Total	Total Ees	Total Minor.	% to Total	Non-Minor.	% to Total
1	24	2	8.3	22	91.7	131	69	52.7	62	47.3
2	3,551	1,449	40.8	2,102	59.2	1,107	462	41.7	645	58.3
3	8,189	2,519	30.8	5,670	69.2	6,995	3,636	52.0	3,359	48.0
4	7,603	2,155	28.3	5,448	71.7	8,288	2,803	33.8	5,485	66.2
1-4	19,367	6,125	31.6	13,242	68.4	16,521	6,970	42.2	9,551	57.8
5	7,876	1,382	17.5	6,494	82.5	5,928	1,695	28.6	4,233	71.4
6	745	170	22.8	575	77.2	5,756	1,330	23.1	4,426	76.9
7	2,645	398	15.0	2,247	85.0	3,016	898	29.8	2,118	70.2
8	930	208	22.4	722	77.6	1,654	509	30.8	1,145	69.2
5-8	12,196	2,158	17.7	10,038	82.3	16,354	4,432	27.1	11,922	72.9
9	5,061	382	7.5	4,679	93.5	5,866	670	11.4	5,196	88.6
10	3,526	244	6.9	3,282	93.1	3,090	243	7.9	2,847	92.1
11	1,860	122	6.6	1,738	93.4	2,961	279	9.4	2,682	90.6
9-11	10,447	748	7.2	9,699	92.8	11,917	1,192	10.0	10,725	90.0
12	1,750	94	5.4	1,656	94.6	2,404	156	6.5	2,248	93.5
13	848	38	4.5	810	95.5	1,464	112	7.7	1,352	92.3
14	659	15	2.3	644	97.7	610	27	4.4	583	95.6
15	207	3	1.4	204	98.6	558	24	4.3	534	95.7
12-15	3,464	151	4.4	3,313	95.6	5,036	319	6.3	4,717	93.7
16	9			9	100.0	29	1	3.4	28	96.6
17	5			5	100.0	11	0	0	11	100.0
18	1			1	100.0	5	0	0	5	100.0
16-18	15			15	100.0	45	1	2.2	44	97.8
Total GS	45,489	9,182	20.2	36,307	79.8	49,873	12,914	25.9	36,959	74.1
WG	320	207	64.7	113	35.3	379	280	73.9	99	26.1
Other*	105	76	72.3	29	27.7	200	124	62.0	76	38.0
TOTAL	45,914	9,465	20.5	36,449	79.5	50,452	13,318	26.4	37,134	73.6

*Special Federal Programs, such as the Youth Opportunity Program.

SOCIAL SECURITY ADMINISTRATION

NEGRO EMPLOYMENT

Total Social Security Administration

	9/30/66					11/30/69				
GRADE	Total Ees	Negro	% to Total	Non-Negro	% to Total	Total Ees	Negro	% to Total	Non-Negro	% to Total
1	24	2	8.3	22	91.7	131	57	43.5	74	56.5
2	3,551	1,383	38.9	2,168	61.6	1,107	433	39.1	674	60.9
3	8,189	2,316	28.3	5,873	71.7	6,995	3,525	50.4	3,470	49.6
4	7,603	1,969	25.9	5,634	74.1	8,288	2,513	30.3	5,775	69.7
1-4	19,367	5,670	29.3	13,697	70.7	16,521	6,528	39.5	9,993	60.5
5	7,876	1,161	14.7	6,715	85.3	5,928	1,513	25.5	4,415	74.5
6	745	164	22.0	581	78.0	5,756	1,128	19.6	4,628	80.4
7	2,645	372	14.1	2,273	85.9	3,016	827	27.4	2,189	72.6
8	930	191	20.5	739	79.5	1,654	463	28.0	1,191	72.0
5-8	12,196	1,888	15.5	10,308	84.5	16,354	3,931	24.0	12,423	76.0
9	5,061	273	5.4	4,788	94.6	5,866	507	8.6	5,359	91.4
10	3,526	155	4.4	3,371	95.6	3,090	180	5.8	2,910	94.2
11	1,860	106	5.7	1,754	94.3	2,961	212	7.2	2,749	92.8
9-11	10,447	534	5.1	9,913	94.9	11,917	899	7.5	11,018	92.5
12	1,750	72	4.1	1,678	95.9	2,404	123	5.1	2,281	94.9
13	848	23	2.7	825	97.3	1,464	79	5.4	1,385	94.6
14	659	11	1.7	648	98.3	610	21	3.4	589	96.6
15	207	2	1.0	205	99.0	558	18	3.2	540	96.8
12-15	3,464	108	3.1	3,356	96.9	5,036	241	4.8	4,795	95.2
16	9	0	0	9	100.0	29			29	100.0
17	5	0	0	5	100.0	11			11	100.0
18	1	0	0	1	100.0	5			5	100.0
16-18	15	0	0	15	100.0	45			45	100.0
Total GS	45,489	8,200	18.0	37,289	82.0	49,873	11,599	23.3	38,274	76.7
WG	320	205	64.1	115	35.9	379	275	72.6	104	27.4
Other*	105	62	59.0	43	41.0	200	101	50.5	99	49.5
TOTAL	45,914	8,467	18.4	37,447	81.6	50,452	11,975	23.7	38,477	76.3

* Special Federal Programs, such as the Youth Opportunity Program.

SOCIAL SECURITY ADMINISTRATION

JH We have a piece to go LZ

SPANISH AMERICAN EMPLOYMENT

Total Social Security Administration

	9/30/66					11/30/69				
GRADE	Total Ees	Span. Amer.	% to Total	Non-Sp Am	% to Total	Total Ees	Span. Amer.	% to Total	Non-Sp Am	% to Total
1	24	0	0	24	100.0	131	9	6.9	122	93.1
2	3,551	48	1.4	3,503	98.6	1,107	21	1.9	1,086	98.1
3	8,189	155	1.9	8,034	98.1	6,995	77	1.1	6,918	98.9
4	7,603	127	1.7	7,476	98.3	8,288	218	2.6	8,070	97.4
1-4	19,367	330	1.7	19,037	98.3	16,521	325	2.0	16,196	98.0
5	7,876	138	1.8	7,738	98.2	5,928	128	2.2	5,800	97.8
6	745	3	.4	742	99.6	5,756	139	2.4	5,617	97.6
7	2,645	11	.4	2,634	99.6	3,016	35	1.2	2,981	98.8
8	930	5	.5	925	99.5	1,654	19	1.1	1,635	98.9
5-8	12,196	157	1.3	12,039	98.7	16,354	321	2.0	16,033	98.0
9	5,061	67	1.3	4,994	98.7	5,866	105	1.8	5,761	98.2
10	3,526	50	1.4	3,476	98.6	3,090	36	1.2	3,054	98.8
11	1,860	5	.3	1,855	99.7	2,961	31	1.0	2,930	99.0
9-11	10,447	122	1.2	10,325	98.8	11,917	172	1.4	11,745	98.6
12	1,750	10	.6	1,740	99.4	2,404	22	.9	2,382	99.1
13	848	11	1.3	837	98.7	1,464	21	1.4	1,443	98.6
14	659	2	.3	657	99.7	610	1	.2	609	99.8
15	207	1	.5	206	99.5	558	4	.7	554	99.3
12-15	3,464	24	.7	3,440	99.3	5,036	48	1.0	4,988	99.0
16	9			9	100.0	29	1	3.4	28	96.6
17	5			5	100.0	11	0	0	11	100.0
18	1			1	100.0	5	0	0	5	100.0
16-18	15			15	100.0	45	1	2.2	44	97.8
Total GS	45,489	633	1.4	44,856	98.6	49,873	867	1.7	49,006	98.3
WG	320	1	.3	319	99.7	379	3	.8	376	99.2
Other*	105	12	11.4	93	88.6	200	16	8.0	184	92.0
TOTAL	45,914	646	1.4	45,268	98.6	50,452	886	1.8	49,566	98.2

*Special Federal Programs, such as the Youth Opportunity Program.

SOCIAL SECURITY ADMINISTRATION

NEGRO EMPLOYMENT

Total Headquarters Offices and Bureaus

	9/30/66					6/30/69				
GRADE	Total Ees	Negro	% to Total	Non-Negro	% to Total	Total Ees	Negro	% to Total	Non-Negro	% to Total
1	14	1	7.1	13	92.9	22	5	22.7	17	77.3
2	1,401	561	40.0	840	60.0	648	281	43.4	367	56.6
3	2,322	638	27.5	1,684	72.5	3,439	1,792	52.1	1,647	47.9
4	2,543	809	31.8	1,734	68.2	2,659	1,010	38.0	1,649	62.0
1-4	6,280	2,009	32.0	4,271	68.0	6,768	3,088	45.6	3,680	54.4
5	1,868	472	25.3	1,396	74.7	2,211	699	31.6	1,512	68.4
6	482	111	23.0	371	77.0	1,510	479	31.7	1,031	68.3
7	782	136	17.4	646	82.6	1,324	374	28.2	950	71.8
8	164	18	11.0	146	89.0	296	79	26.7	217	73.3
5-8	3,296	737	22.4	2,559	77.6	5,341	1,631	30.5	3,710	69.5
9	463	50	10.8	413	89.2	847	117	13.8	730	86.2
10	180	14	7.8	166	92.2	148	17	11.5	131	88.5
11	901	63	7.0	838	93.0	1,095	98	8.9	997	91.1
9-11	1,544	127	8.2	1,417	91.8	2,090	232	11.1	1,858	88.9
12	941	50	5.3	891	94.7	1,354	81	6.0	1,273	94.0
13	495	18	3.6	477	96.4	861	50	5.8	811	94.2
14	240	7	2.9	233	97.1	318	14	4.4	304	95.6
15	155	2	1.3	153	98.7	240	9	3.8	231	96.2
12-15	1,831	77	4.2	1,754	95.8	2,773	154	5.6	2,619	94.4
16	9			9	100.0	20			20	100.0
17	5			5	100.0	12			12	100.0
18	1			1	100.0	5			5	100.0
16-18	15			15	100.0	37			37	100.0
Total GS	12,966	2,950	22.8	10,016	77.2	17,009	5,105	30.0	11,904	70.0
WG	274	183	66.8	91	33.2	287	204	71.1	83	28.9
Other*	11	10	90.9	1	9.1	375	243	64.8	132	35.2
TOTAL	13,251	3,143	23.7	10,108	76.3	17,671	5,552	31.4	12,119	68.6

*Special Federal Programs, such as the Youth Opportunity Program.

SOCIAL SECURITY ADMINISTRATION

Really here the source for input is not too great

SPANISH AMERICAN EMPLOYMENT

Total Headquarters Offices and Bureaus

	9/30/66					6/30/69				
GRADE	Total Ees	Span. Amer.	% to Total	Non-Sp Am	% to Total	Total Ees	Span. Amer.	% to Total	Non-Sp Am	% to Total
1	14	0	0	14	100.0	22	0	0	22	100.0
2	1,401	0	0	1,401	100.0	648	1	.2	647	99.8
3	2,322	2	.1	2,320	99.9	3,439	3	.1	3,436	99.9
4	2,543	0	0	2,543	100.0	2,659	2	.1	2,657	99.9
1-4	6,280	2	**	6,278	100.0	6,768	6	.1	6,762	99.9
5	1,868	0	0	1,868	100.0	2,211	4	.2	2,207	99.8
6	482	0	0	482	100.0	1,510	0	0	1,510	100.0
7	782	3	.4	779	99.6	1,324	0	0	1,324	100.0
8	164	0	0	164	100.0	296	0	0	296	100.0
5-8	3,296	3	.1	3,293	99.9	5,341	4	.1	5,337	99.9
9	463	2	.4	461	99.6	847	5	.6	842	99.4
10	180	5	2.8	175	97.2	148	1	.7	147	99.3
11	901	1	.1	900	99.9	1,095	5	.5	1,090	99.5
9-11	1,544	8	.5	1,536	99.5	2,090	11	.5	2,079	99.5
12	941	4	.4	937	99.6	1,354	10	.7	1,344	99.3
13	495	6	1.2	489	98.8	861	8	.9	853	99.1
14	240	1	.4	239	99.6	318	1	.3	317	99.7
15	155	1	.6	154	99.4	240	1	.4	239	99.6
12-15	1,831	12	.7	1,819	99.3	2,773	20	.7	2,753	99.3
16	9			9	100.0	20	1	5.0	19	95.0
17	5			5	100.0	12	0	0	12	100.0
18	1			1	100.0	5	0	0	5	100.0
16-18	15			15	100.0	37	1	2.7	36	97.3
Total										
GS	12,966	25	.2	12,941	99.8	17,009	42	.2	16,967	99.8
WG	274	1	.4	273	99.6	287	0	0	287	100.0
Other*	11	0	0	11	100.0	375	0	0	375	100.0
TOTAL	13,251	26	.2	13,225	99.8	17,671	42	.2	17,629	99.8

*Special Federal Programs, such as the Youth Opportunity Program.

**Less than .1 percent.

SOCIAL SECURITY ADMINISTRATION

NEGRO SUPERVISORY EMPLOYMENT

Total Social Security Administration

	9/30/66					6/30/69				
GRADE	Total Ees	Negro	% to Total	Non-Negro	% to Total	Total Ees	Negro	% to Total	Non-Negro	% to Total
1										
2										
3	1	0	0	1	100.0	0	0	0	0	0
4	34	10	29.4	24	70.6	31	12	38.7	19	61.3
1-4	35	10	28.6	25	71.4	31	12	38.7	19	61.3
5	233	68	29.2	165	70.8	172	78	45.3	94	54.7
6	228	50	21.9	178	78.1	368	137	37.2	231	62.8
7	159	27	17.0	132	83.0	218	75	34.4	143	65.6
8	96	17	17.7	79	82.3	199	45	22.6	154	77.4
5-8	716	162	22.6	554	77.4	957	335	35.0	622	65.0
9	85	9	10.6	76	89.4	109	16	14.7	93	85.3
10	735	38	5.2	697	94.8	190	30	15.8	160	84.2
11	575	25	4.3	550	95.7	1,366	67	4.9	1,299	95.1
9-11	1,395	72	5.2	1,323	94.8	1,665	113	6.8	1,552	93.2
12	780	21	2.7	759	97.3	815	24	2.9	791	97.1
13	454	6	1.3	448	98.7	521	14	2.7	507	97.3
14	574	5	.9	569	99.1	426	14	3.3	412	96.7
15	186	2	1.1	184	98.9	246	9	3.7	237	96.3
12-15	1,994	34	1.7	1,960	98.3	2,008	61	3.0	1,947	97.0
16	7			7	100.0	25			25	100.0
17	4			4	100.0	11			11	100.0
18	1			1	100.0	5			5	100.0
16-18	12			12	100.0	41			41	100.0
Total GS	4,152	278	6.7	3,874	93.3	4,702	521	11.1	4,181	88.9
WG	23	8	34.8	15	65.2	30	14	46.7	16	53.3
Other*										
TOTAL	4,175	286	6.9	3,889	93.1	4,732	535	11.3	4,197	88.7

SOCIAL SECURITY ADMINISTRATION

NEGRO SUPERVISORY EMPLOYMENT

Total Headquarters Offices and Bureaus

GRADE	9/30/66 Total Ees	Negro	% to Total	Non-Negro	% to Total	6/30/69 Total Ees	Negro	% to Total	Non-Negro	% to Total
1										
2										
3	1	0	0	1	100.0	0			0	100.0
4	21	4	19.0	17	81.0	12			12	100.0
1-4	22	4	18.2	18	81.8	12			12	100.0
5	113	18	15.9	95	84.1	30	11	36.7	19	63.3
6	156	27	17.3	129	82.7	265	88	33.2	177	66.8
7	103	11	10.7	92	89.3	139	40	28.8	99	71.2
8	62	5	8.1	57	91.9	129	19	14.7	110	85.3
5-8	434	61	14.1	373	85.9	563	158	28.1	405	71.9
9	65	3	4.6	62	95.4	83	9	10.8	74	89.2
10	26	2	7.7	24	92.3	43	2	4.7	41	95.3
11	70	3	4.3	67	95.7	63	4	6.3	59	93.7
9-11	161	8	5.0	153	95.0	189	15	7.9	174	92.1
12	77	6	7.8	71	92.2	73	1	1.4	72	98.6
13	119	3	2.5	116	97.5	117	1	.9	116	99.1
14	184	2	1.1	182	98.9	220	8	3.6	212	96.4
15	134	2	1.5	132	98.5	185	8	4.3	178	95.7
12-15	514	13	2.5	501	97.5	595	18	3.0	577	97.0
16	7			7	100.0	17			17	100.0
17	4			4	100.0	11			11	100.0
18	1			1	100.0	5			5	100.0
16-18	12			12	100.0	33			33	100.0
Total GS	1,143	86	7.5	1,057	92.5	1,392	191	13.7	1,201	86.3
WG	23	8	34.8	15	65.2	25	11	44.0	14	56.0
Other*										
TOTAL	1,166	94	8.1	1,072	91.9	1,417	202	14.3	1,215	85.7

NEGRO SECRETARIAL EMPLOYMENT

Total Social Security Administration

GRADE	9/30/66 Total Ees	Negro	% to Total	Non-Negro	% to Total	6/30/69 Total Ees	Negro	% to Total	Non-Negro	% to Total
1										
2										
3	670	85	12.7	585	87.3	321	61	19.0	260	81.0
4	763	99	13.0	664	87.0	787	102	13.0	685	87.0
1-4	1,433	184	12.8	1,249	87.2	1,108	163	14.7	945	85.3
5	1,162	76	6.5	1,086	93.5	1,393	123	8.8	1,270	91.2
6	177	14	8.0	163	92.0	291	33	11.3	258	88.7
7	28	5	17.9	23	82.1	35	2	5.7	33	94.3
8	12	1	8.3	11	91.7	12	0	0	12	100.0
5-8	1,379	96	7.0	1,283	93.0	1,731	158	9.1	1,573	90.9
9	15	1	6.7	14	93.3	12	2	16.7	10	83.3
10	0	0		0	0	1	0	0	1	100.0
11	0	0		0	0	0	0	0	0	0
9-11	15	1	6.7	14	93.3	13	2	15.4	11	84.6
12										
13										
14										
15										
12-15										
16										
17										
18										
16-18										
Total GS	2,827	281	9.9	2,546	90.1	2,852	323	11.3	2,529	88.7

SOCIAL SECURITY ADMINISTRATION

NEGRO SECRETARIAL EMPLOYMENT

Total Headquarters Offices and Bureaus

	9/30/66					6/30/69				
GRADE	Total Ees	Negro	% to Total	Non-Negro	% to Total	Total Ees	Negro	% to Total	Non-Negro	% to Total
1										
2										
3	134	21	15.7	113	84.3	114	24	21.1	90	78.9
4	308	48	15.6	260	84.4	395	55	13.9	340	86.1
1-4	442	69	15.6	373	84.4	509	79	15.5	430	84.5
5	216	23	10.6	193	89.4	284	40	14.1	244	85.9
6	120	10	8.3	110	91.7	200	21	10.5	179	89.5
7	16	4	25.0	12	75.0	22	2	9.1	20	90.9
8	14	1	7.1	13	92.9	12	0	0	12	100.0
5-8	366	38	10.4	328	89.6	518	63	12.2	455	87.8
9	11	1	9.1	10	90.9	12	2	16.7	10	83.3
10	0	0	0	0	0	1	0	0	1	100.0
11	0	0	0	0	0	0	0	0	0	0
9-11	11	1	9.1	10	90.9	13	2	15.4	11	84.6
12										
13										
14										
15										
12-15										
16										
17										
18										
16-18										
Total GS	819	108	13.2	711	86.8	1,040	144	13.8	896	86.2

MINORITY GROUP PARTICIPATION IN CAREER DEVELOPMENT PROGRAMS

Program	GS Grade	Total No. of Participants	Minority Group Participants				
			Negro	Oriental	Spanish American	American Indian	Other
Executive Development Program							
1968	GS-14	11	1	-	-	-	10
limited to employees in GS 14 & 15	GS-15	5	-	-	-	-	5
	Total	16	1	-	-	-	15
1969	GS-14	14	2	-	-	-	12
	GS-15	1	-	-	-	-	1
	Total	15	2	-	-	-	13
1970	GS-14	15	2	-	-	-	13
(Nominations Only)	GS-15	4	1	-	-	-	3
	Total	19	3	-	-	-	16
Limited to employees in GS-10/13 Staff Development Program							
*1969	10-13	156	24	2	3	-	127
1970							
(Nominations Only)	10-13	993	**48	**10	**9	**1	**925

* Breakdown by GS Grade not available.
** Excludes BDI and late nominations.

Distribution of Participants in the
SSA Management Intern Program by Race
1966 and 1969

Year	Total Participants	Total Minority	Negro	Spanish American	Oriental	American Indian
1969	35	12	8	2	2	0
1966	30	1	1	0	0	0

BOARD OF CHRISTIAN SOCIAL CONCERNS
OF THE UNITED METHODIST CHURCH

DIVISION OF GENERAL WELFARE
DIVISION OF HUMAN RELATIONS
DIVISION OF WORLD PEACE

THE UNITED METHODIST BUILDING
100 MARYLAND AVENUE, NORTHEAST
WASHINGTON, D. C. 20002 • 546-1000

February 26, 1970

Mr. Juluis Hobson
Institute for Quality Education
3000 M. Street, S.W.
Washington, D.C.

Dear Mr. Hobson:

I have the honor, as Executive Director of this coalition of community action groups of the citizens of "Frederick Douglas Country" locally known as Anacostia, to invite your and Mrs. Hobson , to attend either or both events and have enclosed two courtesy tickets for your convenience.

Since you are undoubtedly already familiar with the names of the participating nationally and internationally known Black leaders, performing artists, painters and intellectuals, I will not belabor the point of their support further, except to point out the obvious significance of a collective effort of cultural representatives of Black people of the New World and of Africa.

Your presence at our celebration will enhance the success of the Anacostia Ghetto effort to make its input into the international humanistic movement characterized by the Black Concert pianist, composer Dr. Robert Pritchard, "as a rapprochement of 'Les Negres du Monde', which to be effective must be preceded by Reconciliation between the Blacks of the New World, superficially seperated since the days of the Black Diaspera, language by custom and distance."

Thanking you in advance for your interest and in the hope we may have the pleasure of your company on one of the enclosed events, I am

Sincerely yours,

John Rutherford

John Rutherford
Executive Director

Citizens Committee on
Human Affairs (546-1407)

Phone: 387-8100

WILLIAM H. SIMONS, *President*
1917 Randolph Street, N.E.
526-4869
33

THE WASHINGTON TEACHERS' UNION

1126 16th STREET, N. W.
WASHINGTON, D. C. 20036
NEW ADDRESS:
1424 16th STREET, N. W.

June 8, 1970

Mr. Julius Hobson
300 M Street, S. W.
Washington, D. C. 20024

Dear Julius:

Pursuant to our phone conversation Wednesday evening, I wish to confirm the dinner reception which the Union Executive Board is giving for you, Jack Sessions and Paul Cooke.

The dinner will be at Loyd's Supper Club, 6th and "L" Streets, N.W., (off New York Avenue) Sunday evening, June 14, 1970 at 8:00 P.M.; cocktails at 7:30 P.M..

As I indicated to you on the phone, the dinner is for the purpose of honoring you, Jack and Paul for your invaluable contributions to the educational struggle and ultimately the liberation here in the nation's last colony.

We look forward to seeing both you and Tina on June 14, 1970.

In struggle and solidarity,

Charlie

Charles W. Cheng,
Assistant to President

CWC:mbt

WASHINGTON TEACHERS' UNION "RECOGNITION" DINNER

Loyd's Supper Club

June 14, 1970

"Program"

7:30 P.M.	Cocktail Hour	Open Bar (Downstairs)
8:00 P.M.	Dinner	

Preliminary Remarks and Introduction of Speaker ..... Miriam Hughes

Speaker of the Evening "New Directions for the Union" ..... William H. Simons, President

Presentation of Recognitions ..... Charles W. Cheng, Asst. to Pres.

Dr. John Sessions
Mr. Julius Hobson
Dr. Paul Cooke

Comments ..... Betty Nyangoni

"I have this view of the system -- that capitalism is a system which has put objects before people, has put material values before human values, and on the basis of that it's dehumanizing individuals in our society. I make no bones about that. I make no bones about being against the war, about being for black power. On the basis of that my work has more meaning".

Topper Carew, New Thing
Interview
Harvard Educational Review, 1969

Feb. 24

NATIONAL EDUCATION ASSOCIATION • 1201 16th St., N.W., Washington, D.C. 20036 • (202) 223-9400
GEORGE D. FISCHER, President
SAM M. LAMBERT, Executive Secretary

February 16, 1970

Mr. Julius Hobson
Washington Institute for Quality Education
300 M Street S.W.
Washington, D.C. 20024

Dear Mr. Hobson:

Enclosed is a copy of the printed program for the NEA/MPA Seminar to be held at the Plaza Hotel on Tuesday, February 24. I thought you might like to have a copy in advance.

And, also I want to go over with you once again what you will be expected to do. As you know, we will have a keynote speakers who will "set the stage" for discussions to follow. Mrs. Matthews, as keynoter, will describe what pressures have meant to her in her job as principal of an inner city school. After the coffee break, you, as a panelist, will give a brief description (about 10 minutes) of what pressures you have been under in your particular situation. We have asked that you be brief so we can get reactions from the audience and leave time for questions and answers. Hopefully there will be time for a general "give and take" between panelists and audience.

We are very glad that you will be with us in this effort to bring to magazine editors and publishers a brief inside look at what kind of pressures school officials, school board members, teachers, and students are under and what they can mean to persons who are believers in education and who are trying to follow their own commitments.

You are to be a guest of the NEA/MPA Joint Committee at luncheon in the Savoy Room immediately following the morning program. Each of the Joint Committee members is looking forward to meeting you. We hope that everyone will be free to leave by about 3 p.m.

Since this is the last communication I will have with you, I hope that you will have a pleasant trip to New York and that I will have an opportunity to chat briefly with you before the meeting gets underway. I will be checking into the Plaza around noon on Monday, the 23rd. If you need anything after you arrive, please call or leave a message for me.

Sincerely,

Ruth Broom

M. Ruth Broom
Coordinator for Magazine Services
Division of Press, Radio, and Television Relations
MRB/kh

Woman's Day
67 West 44th Street New York, New York 10036
GERALDINE RHOADS / EDITOR

March 4, 1970

Dear Mr. Hobson:

Playing the part of the moderator is a pleasant task when a panelist is as articulate and interesting as you. I enjoyed our meeting last Tuesday, and know I speak for everyone when I say how greatly your contribution was appreciated.

With all good wishes,

Sincerely,

Gerry Rhoads

Mr. Julius Hobson
Washington Institute for
Quality Education
300 M Street, S.W.
Washington, D. C. 20024

GR/mw

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Mr. Julius Hobson
Washington Institute for
Quality Education
300 M Street, S.W.
Washington, D. C. 20024

GR/mw

HOWARD UNIVERSITY
WASHINGTON, D.C. 20001

FOUNDED BY GENERAL O. O. HOWARD

SCHOOL OF LAW

REGINALD HEBER SMITH
Community Lawyer Fellowship Program
1343 H STREET, N.W.
WASHINGTON, D. C. 20005

10 September 1970

Julius -
Many thanks,
Sincerely

Bardhol Tirana, Esquire
700 Colorado Building -
1341 G Street, N. W.
Washington, D. C. 20005

Dear Mr. Tirana:

This is to confirm our telephone conversation in which you agreed to assist the Reginald Heber Smith Community Lawyer Fellowship Program in its Eastern Regional Training Session. The training session will be held at the Sonesta Hotel, located at 14th Street, N. W. and Thomas Circle. The training session is scheduled for September 21st thru October 2, 1970.

We are confident that the Reggies will be extremely interested in what you have to say and look forward to seeing you on Tuesday September 22, 1970 . You will receive an honorarium plus expenses as a consultant to our training session.

Air travel will be provided by the Smith Fellowship Program. Please write Mrs. Marian Young by September 14, 1970, for pre-paid tickets only. In order to allow for the utmost flexibility in your schedule, we are asking that you be responsible for making reservations and checking with the airline to confirm your tickets for travel.

Enclosed for your convenience are the necessary consultant statement forms. Please return your resume along with your consultant statement for prompt compensation while attending the training session. If you have any questions relating to the above, please feel free to call us, (202) 737-3755.

Yours truly,
Alfonso Gonzalez
ALFONSO GONZALEZ
Assistant Director

Enclosures

a conference
for and by
teachers
in the greater
Washington
area . . .

Vietnam and the Myth of Teacher Neutrality

Changing Perspectives for Teachers in the 1970's

MORNING

9 am

REGISTRATION
$2.50 (includes lunch)

Film Showing of Army Indoctrination and Movement **Films** on Vietnam*

10 am

KEYNOTE SPEAKER
JULIUS HOBSON

10:30 am

PANEL DISCUSSION

THE MYTH OF TEACHER NEUTRALITY

MARY KNIGHT
Shadd Elementary School, D.C.

LARRY AARONSON
Walt Whitman High School, Montgomery County

RICHARD ABELL
Walt Whitman High School

CHARLES AMOS HOUGHTON
Washington-Lee High School, Arlington

A HIGH SCHOOL ACTIVIST

*also will be shown during lunch and coffee breaks

AFTERNOON

1:30 pm

TASK FORCES

BLACK LIBERATION AND THE VIETNAMESE FREEDOM STRUGGLE

MICHAEL SEARLES
Federal City College

A VIEW FROM THE OTHER SIDE

WILLIE HARDY
Community Leader

ANDREW KOPKIND
Author

THE SUBURBAN SCHOOL: ITS RACISM

NANCY DONLEY
F. C. Hammond High School, Alexandria

RUSS PHIPPS
Ft. Hunt High School, Fairfax

LARRY AARONSON
Walt Whitman High School

THE INQUIRY METHOD: AN APPROACH TO CONTROVERSIAL ISSUES

JONATHAN SCHILLER
Georgetown Day School

JAMES HOLWELL
Walter Johnson High School, Montgomery County

CHARLES SPARKS
Bel Air Junior High School, Prince Georges

REPRESSION AS IT COMES DOWN ON TEACHERS AND STUDENTS

KARL HESS
Former assistant to Barry Goldwater.
Visiting Fellow, Institute for Policy Studies

SENSITIVITY TECHNIQUES: BRINGING LIFE TO THE CLASSROOM

WILLIAM WRIGHT
Director of Unity House

DOUGLAS RICE
West Springfield High School, Fairfax

4 pm

TEACHER RIGHTS

AN ADDRESS

PHILIP J. HIRSCHKOP
Chairman, Virginia ACLU

5 pm

TASK FORCE REPORTS: CONTINUING ACTION

SATURDAY FEBRUARY 7

Metropolitan AME Church
1518 M St. nw

Sponsored by

- THE WASHINGTON AREA TEACHERS COMMITTEE AGAINST THE WAR
- THE WOMEN'S INTERNATIONAL LEAGUE FOR PEACE AND FREEDOM
- TEACHERS, INC.
- TEACHERS FOR A DEMOCRATIC SOCIETY
- ANTIOCH-PUTNEY GRADUATE SCHOOL OF EDUCATION
- THE WASHINGTON PEACE CENTER
- STUDENT MOBILIZATION COMMITTEE

For reservations and task force preferences phone:

PRINCE GEORGES	345-1205
MONTGOMERY	(day) 585-0545 (evening) 244-5720
ARLINGTON	524-5834
FAIRFAX	293-5864
DISTRICT & OTHERS	462-4529

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in the greater
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Director of Unity House

DOUGLAS RICE
West Springfield High School, Fairfax

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AN ADDRESS

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Chairman, Virginia ACLU

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ARLINGTON	524-5834
FAIRFAX	293-5864
DISTRICT & OTHERS	462-4529

Feb 7

WILLIAM H. SIMONS, *President*
1917 Randolph Street, N.E.
526-4869
33

THE WASHINGTON TEACHERS' UNION

1126 16th STREET, N. W.
WASHINGTON, D. C. 20036
Phone: 223-2460

February 9, 1970

Mr. Julius Hobson
c/o Washington Institute for Quality Education
300 M Street SW
Washington, D. C. 20024

Dear Brother Hobson:

A brief note to thank you again for your presentation Saturday morning, February 7, 1970 at the Metropolitan Area Teachers Against the War Conference.

As usual you gave a very stimulating and cogent talk. We are hopeful that the teachers who attended will begin to take serious action against the system as you described it to us.

Right on!

Yours for peace and liberation,

Charlie

Charles W. Cheng,
Assistant to the President

CWC/nlw
opeiu#2aflcio

cc: Miss Marilyn Lerch

2.4.3.

UNIVERSITY OF MARYLAND
COLLEGE PARK 20742

DEPARTMENT OF SOCIOLOGY
COLLEGE OF ARTS AND SCIENCES

April 21, 1976

Dear Julius,

As you know, we very much appreciated your speaking to the group.

Please let me know if I can mediate any information about your summer plans.

I hope we can get together again soon.

Yours,

Stan Nikki

Enclosed - Honoraria

Mailed Feb 9.

Dear Sir,

Some time ago you had a negro man on your show from Wash, D.C. I forget his name but he had something to say about education and a volume he had written a book called the Damned Child Could you please

I am sure of the completion
so Soon write to them
I like your Show.

Thank you
Mrs. Robert Owens

Sent Feb 9

November 8, 1970

Dear Mr. Holton,

I watched you on the Phil Donahue Show in Columbus last week and enjoyed you very much.

As a WASP and former first grade teacher for 5 years (some in inner-city schools) I realize that many inequities do exist. And, I believe that the teachers' attitudes are terribly important and need much change.

I am on a committee of the Northwest Area Council of Human Relations which is exploring the possibility of a human relations course for teachers. I would appreciate any ideas you have on setting this up and the material to be taught.

Please help. Talking to you did last week. We need to start again to understand the problems and work together to change things.

Sincerely,

Elizabeth Stotts (Mrs. Dwight)
2005 Wyandotte
Columbus, Ohio 43212

U.S. POSTAGE
6c

Greetings from
OHIO
The Buckeye State
MICHIGAN
INDIANA
OHIO TPKE.
TOLEDO
LAKE ERIE
WAUSEON
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LORAIN
CLEVELAND
Punderson St. Park
Pymatuning St. Park
SANDUSKY
VERMILION
MICHOLD
NAPOLEON
"Blue Hole" of CASTALIA
Seneca Caverns
MILAN Thomas Edison birthplace
Cleveland Indians
OHIO TPKE.
WARREN
YOUNGSTOWN
DEFIANCE
CUYAHOGA FALLS
AKRON International Soap Box Derby
ASHLAND
MANSFIELD
Scarlet Carnation-State Flower
Schoenbrunn Village
E. LIVERPOOL
NEW PHILADELPHIA
LIMA
FORT RECOVERY
Ohio Caverns
"Sweasey Chapel" Denison U.
STEUBENVILLE
GRANVILLE
SPRINGFIELD
ZANESVILLE
COLUMBUS
Ohio State U. Columbus Air Terminal
VANDALIA Grand American Trap Shoot
DAYTON
John Bryan St. Park
Cedar Falls
Hueston Woods St. Park
CHILLICOTHE
MARIETTA
HAMILTON
Pike Lake St. Park
CINCINNATI
Cincinnati Red Legs
WAVERLY
OHIO RIVER
PORTSMOUTH
IRONTON
KENTUCKY
W. VIRGINIA
CARDINAL STATE BIRD

1636 Cleveland Rd
Columbus Ohio
43224

COLUMBUS OHIO
13 NOV 9
1970

Dear Phil:

As a Committee Leader
We would like more Information
on How to get the Good on the
Damned Children that Julious
Hopson or Halus talked about on
your moning show on nov 6. 1970
He Was from Washington D.C

Hatti Davis

OHIO
"Buckeye State"
CAPITAL: Columbus. AREA: 41,222 sq. mi. POPULATION: 9,706,397. FLOWER: Scarlet Carnation. BIRD: Cardinal. TREE: Ohio Buckeye. 17th State admitted to the Union.

DT-24073-B

Genuine Natural Color Made by Dexter Press, Inc., West Nyack, N.Y., U.S.A.

FIGHT TB AND OTHER RESPIRATORY DISEASES
6¢
FRANKLIN D. ROOSEVELT
U.S. POSTAGE

Post Card

The Phil Donahue Show
W.L.W.D 4590 Abee Dr
Dayton Ohio
45439

869 Weldon Avenue
Columbus, Ohio
November 6, 1970

Julius Hobson
Washington D.C.

Dear Mr. Hobson:

Today I heard your
on the "Phil Donahue Show".
It was so interesting to
hear your views on our
educational system and the
need for change. I agree!

Please send me your
booklet "The Damned Children".

Sincerely
Mrs. R. S. Plentovich

owe
$1.50

From The Desk Of

SUE WILSON

Dear Mr Durant,

I enjoyed your program with Julius Hobson, Friday. I am interested in having his book, "The Damned Children". Can you tell me how I can buy it or where it is available?

Thank you -

Sue Wilson
2116 Vinewood Blvd
Ann Arbor, MI
48104

Dear Sir: Info.

You had a man on your Phil Donahue Show last week by the name of Julius Hobson. He spoke on the school system. Could you send me the name of the book he wrote?

Thank you.

Mrs. O. Hohhausen
8863 Woodview Dr.
Cin. Ohio 45231

Monday

Phil Donahue Show
Dayton, Ohio

Info.

Gentlemen:

I was very much impressed with the educational ideas of Mr. Julious Holden. I heard part of the program but was interrupted before it was over.

I would like to have information about him be able to contact him. He program certainly was constructive.

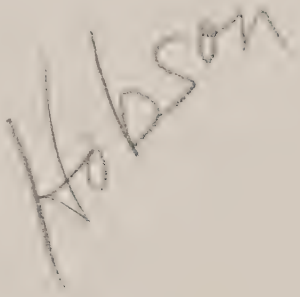
Very truly yours,

Muriel B. Hanson

(Mrs. Forrest R.)

195 E. High St.
London, Ohio 43140

P.S. Show was Friday Nov. 6th


Hobson

Info

Dear Mr. Donahue,

On Friday Nov. 6 you had on a man who talked about schools. He had a booklet that he had written. Could you tell me where I can get the booklet and the name of it.

MRS. DIANNA JONES
Box 35
Mineral City, Ohio 44656

Sent Dec 8

From the desk of... JANET JACOBS

No.
1040 Madera Court
Palm Grove
Illinois Corporation

Can you send me
More information on
Mrs. Julia Hudson who
appeared on your show
Tues. She was Remarkable!
Have you a transcript
of her comments?

Sept / Dec 18

RECEIVED
NOV 9 1970
TODD SPOERI

November 6, 1970

Dear Mr. Donahue

First of all, Thank You for having Mr. Julius Hobson on your show, and Thank God for a Mr. Hobson who cares about our children to such a great depth.

Secondly, please forward to me the necessary information on how to obtain a copy of Mr. Hobson's book "The Damned Children."

I enjoy your program very much every day. Keep up doing the beautiful job in the future.

Sincerely

Mrs Eileen Roosi
9618 Rutland
Detroit Michigan
48227

Sent Dec 18

H. Douglass.
Rt #4
New Phila, Ohio
44663.

The Phil Donahue Show
T.V. 8 — W.J.W.
Cleveland, Ohio.

Enjoyed your guest, Mr Julius Hobson and would like very much to have you send me his address.

Keep up the good work on your show, it's very enjoyable.

Thank you.

Sent/Rec'd

Sincerely,
Harold Douglass
Route #4
New Philadelphia, Ohio
44663

Enjoyed your guest, Mr Julius Hobson and would like very much to have you send me his address.

Keep up the good work on your show, it's very enjoyable.

Thankyou.

Sincerely,

Harold Douglass
Route #4
New Philadelphia, Ohio
44663

January 1, 1970

Julius W. Hobson, Director
Washington Institute For Quality Education
300 M Street SW
Washington, D.C.

Sent Jan 9

Dear Mr. Hobson:

I am writing to ask for a copy, if available, of your presentation, "Public Education As The Industry Designed To Destroy Children," as presented on Nov. 19, at U of Mass School of Education at the symposium on "Alternative futures in education;"

If your remarks are not available, could you suggest some of the recent resources on the subject. My interest is three-fold:

a) I teach at Wilton (Conn) Sr. H.S., where the growing innovative atmosphere makes each day worthwhile.

b) I am a member of a Task Force established to assist Fairfield (Conn., where I live) Board of Education in establish long range goals for our schools — and your theme is readily established as worthy of close examination.

c) I have a 14-yr old son for whom your theme is also applicable.

Your kind attention to my request will be much appreciated.

Sincerely,
Edward H. Meyer

135 Godfrey Rd.
Fairfield, Conn 06430

Julius W. Hobson, Director
Washington Institute for Quality Education
Washington, D.C.

Dear Mr. Hobson,

I read of your group's work to research and communicate ways of improving city schools in The Saturday Review. I would very much appreciate seeing a copy of your pamphlet "The Damned Children;" I'm working on a book for parents under contract to David Mead, which is intended to show parents how they can help improve schools, as well as to give them the kind of background information necessary to careful thought about education and the planning of alternatives to dead-end schooling. It's a tall order to do this and at the same time to write in a way that is interesting and unthreatening to the average (passive--but-anxious) parent; I may not succeed at all! However, it looks as though your organization's pamphlet would be helpful in putting together the section which describes concrete actions parents can take. I've enclosed $1.50 to cover what I hope is the cost of the pamphlet and mailing expense. If

I've overestimated the cost, please keep the balance as a small contribution to your organization.

If I should quote from the pamphlet directly, I will get in touch with you to ask for permission — unless, of course, your pamphlet contains a "reprint anything anywhere" clause, as some such publications do. In any case, I'll be sure to acknowledge your organization's work if I find it helpful.

Thank you,

Sincerely yours,

Susan M. Lloyd
(Mrs. Robert Lloyd)
Box 478
Bolinas, Calif.
94924

MR. & MRS. M. Q. FULLINGTON

Paid

Send next series

Detroit, Nov. 8, 1970

Dear Mr. Hobson,

I tuned in late on your recent television discussion with Mr. Phil Donahue, of the Columbia Broadcasting System, regarding education. This interesting program was held locally on Channel 2, WJBK, 10:30 – 11:30 P.M. on Friday Nov. 6. A pamphlet was mentioned, I believe the title was "Those Damned Children". Could you please have someone write to me in Detroit, telling how I might obtain a copy?

Thank you,

M. Fullington

Sent Nov 12

IN RESIDENCE:

JAN.-MAY
721 Pearl Blvd. (46th Ave. ext.)
Boco Ciega Isle
St. Petersburg Beach, Florida 33706

JUNE-OCTOBER
Laughing Water Rapids
Thunder Bay River
4920 Herron Road
Alpena, Michigan 49707

NOVEMBER-DECEMBER
c/o 17430 Beaverland
Detroit, Michigan 48219

1531 Marlowe Ave.
Lakewood, Ohio
Nov. 6, 1970

The Phil Donahue Show
WJW - 1630 Euclid Ave.
Cleveland, Ohio

Paid

Dear Sir:

I wish to purchase a copy of the book by Julius Hobson, Director of Washington Inst. for Quality Education, referred to on the show today.

Please advise how to order same.

Sent Nov 9

yours, truly

(Miss) V. Louise Dickey

Return envelope enclosed ——

29622 Brault Dr.
Selfridge A.F. Base,
Mich. 48045
Nov. 8, 1970

RECEIVED
NOV 10 1970
TODD SPOERN

Gentlemen:

I listened to your program Friday, Nov. 6 on Chan 2 when your guest was Julius Hobson of Washington, D.C. During the show Mr. Hobson continually made mention of an article which he had written some time ago called "Damned Children". I wonder if this article is available to the public and if so how I can obtain a copy. I would appreciate it if this request could be forwarded to Mr. Hobson as I am very much interested in reading the article

Yours truly,
Mrs Charles Harper

August 21, 1970

Mr. James L. Kunen
Executive Vice President
Eugene and Agnes E. Meyer Foundation
1730 Rhode Island Avenue, N.W.
Washington, D.C. 20036

Dear Mr. Kunen:

Enclosed are copies of our financial statements through June 30, 1970, and our tax returns. Sorry we are a bit late in getting these to you, but as you can see by the enclosed publication we have been quite busy.

We hope to publish a series of the nature outlined in The Damned Children. We are now working on an analysis of special projects in the public schools in D.C., and are also preparing graphic presentations of courses offered in junior and senior high school in the city. We hope to call our next publication, The Damned Teachers.

We would be happy to have you comment on the series; one, if you think it is worthwhile, two, if you think it should be continued in this form.

We hope that this series on public education can be used as guides by parents groups in other school districts. Our big problem now is the distribution of the 5,000 copies which we have. If you could give us some advice on distribution in your city we would appreciate it.

Thank you so much for your assistance and cooperation.

Sincerely,

Julius W. Hobson
Director

August 21, 1970

Mr. James L. Dixon
Executive Vice President
Eugene and Agnes E. Meyer Foundation
1730 Rhode Island Avenue, N.W.
Washington, D.C. 20036

Dear Mr. Dixon:

Enclosed are copies of our financial statements through June 30, 1970, and our tax returns. Sorry we are a bit late in getting these to you, but as you can see by the enclosed publication we have been quite busy.

We hope to publish a series of the papers outlined in The Disturbed Children. We are now working on an analysis of special projects in the public schools in D.C., and are also preparing graphic presentations of courses offered in junior and senior high school in the city. We hope to call [illegible].

We would be happy to have you comment on the series; one, if you think it is worthwhile, two, if you think it should be continued in this form.

We hope that this series on public education can be used as guides by parents groups in other school districts. Our big problem now is the distribution of the 5,000 copies which we have. If you could give us some advice on distribution in your city we would appreciate it.

Thank you so much for your assistance and cooperation.

Sincerely,

Julius W. Pearson

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
300 M Street, S.W., Washington, D.C. 20024

January 14, 1970

MEMO

TO: The Eugene and Agnes E. Meyer Foundation

FROM: Julius W. Hobson, Director

SUBJECT: Nature of the Work of the Washington Institute for Quality Education

The Washington Institute for Quality Education (WIQE) is a non-profit organization engaged in taking inventory of quantitative resources in education in the District of Columbia Public School system and other center-city school systems in the United States.

The organization is at this time making an effort to interest lay/parent groups in the District of Columbia as well as in other cities in survey methods that can be used to determine the nature of their public schools.

WIQE is not a pressure group and does not attempt to influence public officials or legislators. Its primary function is the collection, evaluation, analysis and presentation of educational data of the nature described above.

Its methods will be made available particularly to officials in the District of Columbia Public Schools and to officials in other city school systems in the United States. An example of the work of WIQE is its current evaluation of 130 experiments in the D.C. Public Schools. This is an evaluation with a view to determining how these experiments help children to read, write, count and communicate in the world of 1970.

EXECUTIVE SECRETARY
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JOHN H. TREANOR, JR.
MATTIE C. TAYLOR
MARTHA S. SWAIM
JOHN A. SESSIONS
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JULIUS W. HOBSON
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ANITA FORD ALLEN, VICE PRESIDENT
JAMES E. COATES, PRESIDENT
BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
PRESIDENTIAL BUILDING
415 TWELFTH STREET, N. W.
WASHINGTON, D. C. 20004

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MARTHA S. SWAIM
MATTIE G. TAYLOR
JOHN H. TREANOR, JR.

GERTRUDE L. WILLIAMSON
EXECUTIVE SECRETARY

Memo

To: Gentlemen

From: Julius W Hobson, President

Subject: Nature of the Work of WIQE

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This was getting my
Wisp Ends mail

AMRAM, HAHN & SUNDLUN

PHILIP WERNER AMRAM
BRUCE G. SUNDLUN
GILBERT HAHN, JR.
MARK B. SANDGROUND
GERALD SCHER
BARDYL RIFAT TIRANA
JACK C. SANDO
MARSHA E. SWISS

COLORADO BUILDING
WASHINGTON, D. C. 20005
TELEPHONE STERLING 3-3344
CABLE ADDRESS "HASUN"
TWX 710-822-0137
INTL. TELEX 64273

August 29, 1969

Internal Revenue Service Center
11601 Roosevelt Boulevard
Philadelphia, Pennsylvania 19155

Re: Washington Institute for Quality Education
Identification No. 237006817
Form 990-A(SF) for Period Ending 2/28/69

Dear Sirs:

Enclosed is the Return of the captioned exempt organization for its first fiscal year ending February 28, 1969.

Please let us know if you have any questions or need any further information in regard to the return.

Very truly yours,

Amram, Hahn & Sundlun

BRT
Enclosure
bcc: Mrs. Tina Lower (w/encl.)
Mr. Julius Hobson (w/encl.)

Note to TL and JH: The first annual report approved by WIQE's Board on March 11, 1969 indicated disbursements of $5,125.27 and a cash balance as of February 28, 1969 of $1,874.73. The actual cash balance after payment of all seminar expenses was (as reported on the return) $1,848.15, indicating receipts for an additional $26.58 in expenses after the annual report was prepared. An adjustment of $26.58 to the annual report should be noted at the next Board meeting.

BRT

AMRAM, HAHN & SUNDLUN

PHILIP WERNER AMRAM
BRUCE G. SUNDLUN
MARK B. SANDGROUND
GERALD SCHER
BARDYL RIFAT TIRANA
JACK C. SANDO
MARSHA E. SWISS

COLORADO BUILDING
TELEPHONE STERLING 3-3344
TWX 710-822-0137
INTL. TELEX 64273

August 29, 1969

General Revenue Service Center
11801 Roosevelt Boulevard
Philadelphia, Pennsylvania 19155

Re: Washington Institute for Monthly Educational
Identification No. 237005817
Form 990-A(EO) for Period Ending 1/31/69

Dear Sirs:

Enclosed is the return of the captioned exempt organization for its first fiscal year ending February 28, 1969.

Please let us know if you have any questions or need any further information in regard to the return.

Very truly yours,

Amram, Hahn & Sundlun

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Enclosure
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Mr. Julius Hobson (w/encl.)

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EUGENE AND AGNES E. MEYER FOUNDATION

1730 RHODE ISLAND AVENUE, N. W. WASHINGTON, D. C. 20036

TELEPHONE
(202) 659-2435

April 16, 1970

Mr. Julius W. Hobson
Executive Director
Washington Institute for Quality Education
300 M Street, S. W.
Washington, D. C. 20024

Dear Mr. Hobson:

In accordance with our letter to you of the 15th of April, 1970 and upon receipt of the executed declaration form, our check in the amount of $5,000 is enclosed herewith, payable to the Washington Institute for Quality Education.

With all good wishes,

Sincerely,

James L. Kunen

James L. Kunen
Executive Vice President

JLK:jcag
Encl. - $5,000 check

AMRAM, HAHN & SUNDLUN

PHILIP WERNER AMRAM
BRUCE G. SUNDLUN
GILBERT HAHN, JR.
MARK B. SANDGROUND
GERALD SCHER
BARDYL RIFAT TIRANA
JACK C. SANDO
MARSHA E. SWISS

COLORADO BUILDING
WASHINGTON, D. C. 20005
TELEPHONE STERLING 3-3344
CABLE ADDRESS "HASUN"
TWX 710-822-0137
INTL. TELEX 64273

January 16, 1970

Mr. James Kunen
The Meyer Foundation
Suite 1212
1730 Rhode Island Avenue, N. W.
Washington, D. C. 20036

Re: Washington Institute for Quality Education

Dear Jim:

Enclosed herewith are copies of the documents which WIQE submitted to the Internal Revenue Service in March, 1969, in connection with obtaining a ruling as to the corporation's tax-exempt status. They include the Articles of Incorporation, By-Laws and Minutes of the First Annual Meeting of the Board.

There has been no further meeting of the Board. The second annual meeting, in accordance with the By-Laws, will be held on Friday, March 6, 1970.

Please let me know if Messrs. Covington & Burling or you have any questions. Thank you for your courtesy on January 7th.

Sincerely,

BRT
Enclosure
cc: Mr. Julius Hobson

PHILIP WERNER AMRAM
BRUCE G. SUNDLUN
GILBERT HAHN, JR
MARK B. SANDGROUND
GERALD SCHER
JACK C SANDO
MARSHA E. SWISS

COLORADO BUILDING
WASHINGTON, D.C. 20005
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CABLE ADDRESS "HASUN"
TWX 710-822-0137

January 16, 1970

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The Meyer Foundation
Suite 1212
1710 Home Laland Avenue, N. W.
Washington, D. C. 20036

Re: Washington Institute for Quality Education

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Please let me know if Messrs. Covington & Burling or you have any questions. Thank you for your courtesy to me January 7th.

Sincerely,

Enclosure
cc: Mr. Julius Hobson

FOR YOUR RECORDS---

Copy of

Washington Institute for Quality Edu...
300 M Street, S.W.
Washington, D. C.

To: EUGENE AND AGNES E. MEYER FOUNDATION

The WASHINGTON INSTITUTE FOR QUALITY EDUCATION, by its chief executive officer, hereby declares:

1. That, unless it satisfies paragraph 3 below, it expends and will expend each year an amount not less than 85% of its adjusted net income (not including grants and contributions) directly for the active conduct of the activities constituting the purpose or function for which it is organized and operated;

2. That unless it satisfies paragraph 3 below,

(i) at least 65% of its total assets are physical assets (i.e., assets other than endowment, bank accounts and similar intangible assets) that are and will continue to be devoted directly to such activities; or

(ii) it normally expends and will expend each year an amount not less than 4% of its endowment assets, if any, directly for the active conduct of such activities; or

(iii) it derives substantially all (at least 85%) of its support (including gifts, grants, contributions, membership fees, receipts from admissions and performance of services, income from unrelated business activities, etc., but excluding gross investment income) each year from the general public and from five or more unrelated exempt organizations, and not more than 25% of such support from any one such organization, and not more than one-half of its total support from gross investment income;

3. That, unless it satisfies paragraph 1 and 2 above, it will (a) not later than the close of its first taxable year after the taxable year in which the grant ~~from the Meyer Foundation~~ is received make a distribution that is both (i) equal to the amount of such grant and (ii) a qualifying distribution (as defined in Internal Revenue Code Section 4942 (g) without regard to paragraph (3) thereof) that is treated under Section 4942 (h) as a distribution out of corpus, and (b) furnish ~~to~~ the ~~Meyer~~ Foundation adequate records or other sufficient evidence that it has made such qualifying distribution within such period.

4. That all funds made available by the ~~Meyer~~ Foundation will be used exclusively for the purpose for which the grant is made as set forth in the Meyer Foundation's ~~letter dated April 15, 1970.~~

5. That upon the ~~Meyer~~ Foundation's request it will submit full and complete reports on how the funds have been spent and, in any case, will make such reports (including, if possible, the pertinent results of an independent audit) at least once each year following receipt of the grant until the grant if fully expended.

6. That no funds provided by the ~~Meyer~~ Foundation will be used (a) to carry on propaganda, or otherwise attempt, to influence any legislation either (i) through an attempt to affect the opinion of the general public or any segment thereof or (ii) through communication with any member or employee of a legislative body, or with any other government official or employee who may participate in the formation of the legislation (except technical advice or assistance provided to a governmental body, committee, or other sub-division) or (b) to influence the outcome of any specific public election or to carry on, directly or indirectly, any voter registration drive (except that clause (a) of this paragraph is understood not to apply to making available the results of non-partisan analysis, study, or research).

7. That it will maintain on a current basis such written records as are necessary to comply, or to demonstrate its compliance, with the requirements set forth above.

Wash. D. C.

Julius W. Holmes
President or Chief Executive Officer

Dated: April 16, 1970

Attest:

Roberta Stewart
(Notary Public)

My Commission Expires Aug. 14, 1970

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
300 M Street, S.W., Washington, D.C. 20024

January 14, 1970

Mr. Lloyd B. Hunter
Institute for the Advancement of Urban Education
55 West 42nd Street
New York, N.Y. 10036

Dear Lloyd:

The meeting for Friday is all set. We're holding it at the Pitts Motel (1451 Belmont, N.W.) at Noon. I will let you know how it comes out. If you are in town, we will be delighted to see you.

This is primarily to express the deep appreciation of the Washington Institute for Quality Education, its Board of Trustees and its Director for your contribution which will enable us to continue our operation to the end of this fiscal year.

I hope we can get together very soon to discuss further uses of WIQE's work along the lines we mentioned earlier.

My deep personal thanks and appreciation.

Sincerely,

Julius W. Hobson
Director

JWH:db

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
PRESIDENTIAL BUILDING
415 TWELFTH STREET, N. W.
WASHINGTON, D. C. 20004

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MARTHA S. SWAIM
MATTIE G. TAYLOR
JOHN H. TREANOR, JR.

GERTRUDE L. WILLIAMSON
EXECUTIVE SECRETARY

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

300 M St., S.W., Washington, D.C. 20024

March 2, 1970

Mr. Lloyd Hunter
Institute for the Advancement of Urban Education
55 West 42nd Street, Suite 648
New York, N.Y. 10036

Dear Lloyd:

I am enclosing a copy of the letter we discussed this morning. Again, my thanks for all your interest and assistance.

Sincerely,

Julius W. Hobson
Executive Director

JWH:db

Enc.

copy of Abelard Foundation
letter 2/27/70

EUGENE AND AGNES E. MEYER FOUNDATION

1730 RHODE ISLAND AVENUE, N. W. WASHINGTON, D. C. 20036

TELEPHONE
(202) 659-2435

April 15, 1970

Mr. Julius Hobson
Executive Director
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D. C. 20024

Dear Mr. Hobson:

At its recent meeting in April, which is not normally a grants meeting, the Board of Directors of the Foundation approved a grant in the amount of $5,000 to Washington Institute for Quality Education. The purpose of this grant is to assist WIQE through its special research programs to advance the quality of public education in Washington, D. C. We understand that the research consists of the collection, evaluation, and analysis of quantitative data on education which would be made available to citizens, Boards of Education, and educators.

Would you be good enough to execute the declaration form enclosed herewith. This is a procedure we are following as a result of the recent tax reform law. You will note that the form calls for periodic progress and financial reports. Also, we will need an audited financial report at the end of one year from the date of the grant. When we receive the executed declaration form, we will forward our check.

Sincerely,

James L. Kunen

James L. Kunen
Executive Vice President

JLK:jcag
Encl. - Declaration form

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
300 M St., S.W., Washington, D.C. 20024

March 25, 1970

Mr. James L. Kunen
Executive Vice-President
Eugene & Agnes Meyer Foundation
1730 Rhode Island Avenue, N.W.
Washington, D.C. 20036

Dear Mr. Kunen:

Enclosed is a copy of a telegram we received from the Cummins Engine Foundation confirming their grant to us of $26,500 which makes up a little over half of our $50,000 budget for the fiscal year beginning March 1, 1970.

We would appreciate your consideration in helping us raise the required $23,500 called for in our attached budget

Sincerely,

Julius W. Hobson
Executive Director

JWH:db

Enc.

[redacted]
220 I St., S.E., Washington, D.C. 20024

March 25, 1970

[redacted]
Executive Vice-President
[redacted] Negro Hegro Foundation
[redacted] Rhode Island Avenue, N.W.
[redacted]ington, D.C. 20036

Dear Mr. Kunen:

Enclosed is a copy of a telegram we received from the [redacted] Negro Foundation confirming their grant to us of [redacted],500 which makes up a little over half of our $50,000 budget for the fiscal year beginning March 1, 1970.

We would appreciate your consideration in helping us raise the required $23,500 called for in our attached budget

Sincerely,

[redacted]ulius W. Hobson
Executive Director

[redacted]

[redacted]

454-2435

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
300 M St., S.W., Washington, D.C. 20024

February 26, 1970

Mr. Lloyd Hunter
Institute for the Advancement of
Urban Education
55 West 42nd St.
Suite 648
New York, N.Y. 10036

Dear Lloyd:

Pursuant to our conversation yesterday, I am enclosing the material from Ivanhoe Donaldson of the Cummins Engine Foundation. Any assistance you can give us will be most appreciated.

Sincerely,

Julius W. Hobson
Executive Director

JWH:db

Enc.

Institute for the Advancement of Urban Education
55 WEST 42ND STREET • SUITE 648 • NEW YORK, N.Y. 10036 • (212) 868-3770

To: Lloyd Hunter and Bill Peters
From: Stan Crockett
Subject: Derivation and utilization of statistical materials for profiling and altering the relationship of minority people to community and suprasystem institutions.
Date: June 10, 1970

Sunday morning's conversation with Julius Hobson convinces me of the need for working with Hobson and other resource persons to design an information system capable of packaging and delivering to our client systems strategies for bettering their position with educational systems.

Hobson's techniques could be packaged within the following components of an information system:

Synchronized tape-visual system illustrating and explaining the bar graphs and explaining their relationship to an overall profile of a particular school or set of schools in a metropolitan district.

A simulation designed to illustrate the relationships between the Hobson statistics and the various human behaviours which define the minority community in its relationships with the suprasystemic power structure.

A program text dealing with the basic tasks a team of client system change agents (indigenous to the client system) must undertake in order to define and bring about meaningful change. Such a text should always lead to specific tasks for a community group to undertake together with feedback and evaluation strategies which furnish valid information as to the results of what is undertaken.

A technical assistance staff headed by an IAUE professional (consultant or staff member) consisting of community and school people concerned with bringing about meaningful change.

I'd suggest the following time and task schedule:

Hunter, Peters, Crockett	(Discuss and modify above; decide go or no go; contact Hobson and set up Washington visit by Crockett)-- (9-10 Jun)
Peters, Crockett	(work to co-ordinate existing IAUE resources consistent with implementation of the above)--(11-14Jun)
Crockett	Go to Washington--gather materials from Hobson--work with necessary resource people to design tape-slides segment (1 day between 18 and 21 Jun) (2 days between 18-21Jun)
Peters, Crockett, resource people	(finish tape-slide segment, review by Hobson and relevant IAUE resource people) (22-27Jun)
Peters, Crockett	(design and complete simulation and program text) (28 Jun 4Jul)
Peters, Crockett	(field test package) (6-11Jul)

Institute for the Advancement of Urban Education
55 WEST 42ND STREET • SUITE 648 • NEW YORK, N.Y. 10036 • (212) 868-3770

3678

Office of the President

March 12, 1970

Mr. Julius Hobson
Director
Washington Institute for
Quality Education
300 M. Street, S.W.
Washington, D.C. 20024

Dear Julius:

I am delighted to hear that Cummins Engines Foundation has awarded a grant to the Washington Institute for Quality Education so that you may be able to continue your very worthwhile endeabors. When you receive the official notification, please be good enough to forward a copy to me, as well as to the foundations who attended your presentation in the last Fall.

This, as you know, will serve to start things moving with other foundations who have made commitments to you on a contingency basis.

I trust that our schedules will permit us to get together sometime soon.

Best regards.

Sincerely,

LLOYD B. HUNTER
President

P.S. Enclosed please find original material you forwarded to me with your letter of February 26.
Take note also of the following address:
Cummins Engines Foundation
301 Washington Street
Columbus, Indiana 47201

Institute for the Advancement of Urban Education
55 WEST 42ND STREET • SUITE 648 • NEW YORK, N.Y. 10036 • (212) 868-3770

October 7, 1970

Mr. Julius Hobson, Director
Washington Institute for Quality
Education
300 M. Street, S.W.
Washington, D.C. 20024

Dear Mr. Hobson:

Although several months have elapsed, I would like to thank you for your participation in the Charrette we conducted in San Francisco at Polytechnic High School on June 5,6,7. The Charrette and the entire San Francisco project have been a success in the first stage of our study and we are now beginning a second contract to implement the second phases of our study. I am glad that you could be a part of it.

Regarding the Charrette, in particular, I am enclosing a copy of the talk you gave on LEGAL ASPECTS OF CHANGING EDUCATION PATTERNS, which we had transcribed from our tapes. We are considering the possibility of publishing the Charrette talks as part of a series of I.A.U.E. publications. Our plans now are still in the formulation stage; however, in the interim, I would appreciate it if you would look over this copy and make any corrections you see fit. If you could return your corrected copy to me in approximately two weeks, we could then proceed with our plans on this end. Should I not hear from you within that time, I will assume that you have no corrections and we will use the extra copies we have here in the office. I hope to give you further information on our publishing plans in the very near future.

Again, thank you and I look forward to your further participation with I.AU.E.

Yours sincerely,

William A. Peters

William A. Peters
Executive Vice President

WAP:vyl
Enc.

Please Return to J.W. Hobson
300 M St. S.W. 20024

500 23rd Street, N.W. #601
Washington, D.C. 20037
February 16, 1970

Mr. Julius Hobson
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D.C. 20024

Dear Julius:

Sorry I have taken so long to maintain our links of communication, but things are, as you know, running at their normal hectic pace. The Foundation meeting is still scheduled for February 23rd and, in terms of our proposal, all seems to be looking good. Enclosed you will find the language of the proposal which I presented on your behalf. I hope that it doesn't short-change you or offend any of your sensibilities.

As you remember, we talked about a $25,000 grant but you will notice that this proposal is for $26,500. The extra $1,500 was tagged on so that you would have some travel money.

Please notice also that I have enclosed a copy of a Freedomways proposal which should give you a broader conceptualization of what I am trying to do through you in the area of public education. I have also included the cover sheet which introduces all of the proposed grants in the educational section so that you can see what is being proposed at least in terms of dollars and cents.

Hope all this is adequate. Stay in touch.

Yours,

Ivanhoe

Ivanhoe Donaldson

CUMMINS ENGINE FOUNDATION

COLUMBUS, INDIANA

September 4, 1970

Mr. Julius W. Hobson
Executive Director
Washington Institute for
Quality Education
300 M Street, S.W.
Washington, D.C. 20024

Dear Mr. Hobson:

Thanks very much for your recent letter, your financial report and the two copies of The Damned Children.

It is my pleasure to transmit the enclosed Cummins Engine Foundation check in the amount of $13,250 payable to Washington Institute for Quality Education. This check represents the second half of our 1970 contribution to your organization.

You should know that James A. Joseph has succeeded Phil Sorensen as Executive Director of Cummins Engine Foundation. Mr. Joseph has just recently taken on this assignment and is very anxious to have the opportunity to meet you in the near future, when he gets to Washington.

The Damned Children is really an effective publication. I think it does a tremendous job of defining educational inequality in terms that are extremely difficult to argue with. I hope you will send us a few more copies, as there are several groups in our local community that will find its content and approach very useful.

With good wishes.

Sincerely,

Edwin Booth

Edwin W. Booth
Associate Director

EWB:cb

Enclosure: Check #347

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
300 M St., S.W., Washington, D.C. 20024

March 30, 1970

Mr. P.C. Sorenson
Executive Director
Cummins Engine Foundation
301 Washington Street
Columbus, Indiana 47201

Dear Mr. Sorenson:

Thank you for the enclosed sheet which I am returning to you. We are very pleased that the Cummins Engine Foundation will help support our work this coming year.

Sincerely,

Julius W. Hobson
Executive Director

JWH:db

Enclosure

Cummins Engine Foundation

Columbus, Indiana

March 26, 1970

Mr. Julius W. Hobson
Washington Institute for Quality Education
300 M Street, S. W.
Washington, D. C. 20024

Dear Mr. Hobson:

I am delighted to inform you that the Board of Directors of the Cummins Engine Foundation has approved a grant in the amount of $26,500 to the Washington Institute for Quality Education.

The purpose of this grant is to support the general operating expenses of WIQE in pursuance of its exempt purposes, to-wit, to enable WIQE to continue through February 28, 1971, the collection, evaluation and analysis of quantitative data on education in the District of Columbia public schools.

The grant will be made upon these further conditions:

1. No part of these funds shall directly or indirectly be used for payment to a government official (except as allowed under the provisions of the Tax Reform Act of 1969 and prior to which approval is received from this foundation for such payment), the influencing of legislation or public opinion on legislation, the influencing of any election, or the conduct of any voter registration drive.

2. WIQE shall provide to this foundation from time to time (and before the second installment can be paid) and at the end of 1970 a

written report on its use of these grant funds, breaking down the expenditures into general categories (staff salaries, travel expenses, research costs, etc) and describing what was done and accomplished by WIQE with these funds.

3. At the end of 1970, WIQE will provide this foundation with an independent, certified audit verifying how these funds were expended.

Please sign the enclosed copy of this letter indicating your acceptance of the terms of this grant. Once we have received your agreement to these conditions, the first installment of our grant ($13,250) will be sent on or about April 15, and the remainder will be transmitted toward the first of September.

Sincerely,

P C Sorensen kdb

PCSorensen:kdb

Executive Director

Enclosure

The Washington Institute for Quality Education hereby accepts the terms of this grant as set forth above on this date of _____, 1970.

_____
Name

_____
Position

September 8,1970

Mr. Edwin W. Booth,
Associate Director
Cummins Engine Foundation
Columbus,Indiana

Dear Mr. Booth:

Thank you for your letter of September 4 containing the check for $13,250. We are very glad to get the money which we do need, but we are more delighted that you are pleased with our publication The Damned Children. We really have been waiting with bated breath for some reaction from the foundations.I must say that your reaction is quite encouraging. Our next in the series will be entitled The Damned Teachers.It should be published by the end of November.

Thank you again for your help and encouragement.

Sincerely yours,

Julius W.Hobson,Director

20 Copies of The Damned Children Enclosed.

Thank you for your letter of September 4 containing the check for $[illegible]; we are very glad to get the money and to be back on the delighted that you are pleased with our publication The Damned Children and really have been waiting with bated breath for some reaction from the Committee. I trust any that your committee is quite encouraging. Our next list will be entitled The Criminal Tendency. It should be published the end of November.

Thank you again for your help and encouragement.

TELEGRAM RECEIVED BY TELEPHONE R

FOLLOWING TRANSMISSION RETURNED TO TELEPHONE SUPERVISOR

123

FX MAR2 1115A EST

35 PDF
554 3308

XXXXXXXX IVANHOE DONALDSON

CARE INSTITUTE FOR POLICY STUDIES

1520 NEW HAMPSHIRE AVE NORTHWEST WASHDC

RECEIVED YOUR LETTER REGARDING GRANT FROM CUMMINS

ENGINE FOUNDATION THANKS FOR ALL YOUR EFFORTS

NEED TO KNOW AS SOON AS POSSIBLE IF GRANT WAS

CONFIRMED OR DENIED AS IT WILL HELP ME WITH OTHER

FOUNDATION

JULIUS W HOBSON

CFM FURN .25

WASHINGTON INSTITUTE
FOR QUALITY EDUCATION
300 M ST SW 20024

SOCIAL REMINDER	
YES	NO

W. 550 (85-67)

April 27, 1970

Mr. P. C. Sorensen
Executive Director
Cummins Engine Foundation
Columbus, Indiana

Dear Mr. Sorensen:

Thank you very much for the check for $13,250.

In accordance with the conditions of the grant, I will indeed provide you with an account of how these funds were used before the transmission of final payment. We will also provide you with copies of some of our published reports. Again, thank you for your consideration.

Sincerely yours,

Julius W. Hobson
Director

JWH:lmm

AMRAM, HAHN & SUNDLUN

PHILIP WERNER AMRAM
BRUCE G. SUNDLUN
GILBERT HAHN, JR.
MARK B. SANDGROUND
GERALD SCHER
BARDYL RIFAT TIRANA
JACK C. SANDO
ROGER F. LEWIS
MARSHA E. SWISS

COLORADO BUILDING
WASHINGTON, D.C. 20005
TELEPHONE STERLING 3-3344
CABLE ADDRESS "HASUN"
TWX 710-822-0137
INTL. TELEX 64273

August 21, 1970

Philip Sorensen, Esq.
Executive Director
Cummins Engine Foundation
301 Washington Street
Columbus, Indiana 47201

Re: Washington Institute for Quality Education

Dear Mr. Sorensen:

On August 21, 1970, the Director of Washington Institute for Quality Education sent to you copies of the Institute's financial statement for the period March 1, 1969 to February 28, 1970; the Institute's financial statement for the period March 1, 1970 to June 30, 1970; and The Damned Children, a publication of the Institute.

Please let us know if you need any further information or documentation in order to release the second half of the Cummins' Engine Foundation grant to the Institute as scheduled in September. Your courtesy in this regard would be appreciated.

Very truly yours,

Bardyl

BRT:z

ABRAM, HAHN & SUNDLUN

COLORADO BUILDING
WASHINGTON, D. C. 20005
TELEPHONE STERLING 3-3344
CABLE ADDRESS "HASUN"
TWX 710-822-0137
INTL. TELEX 64273

BRUCE G. SUNDLUN
GILBERT HAHN, JR.
MARK B. SANDGROUND
GERALD SCHER
BARDYL RIFAT TIRANA
JACK C. SANDO

August 21, 1970

Philip Sorensen, Esq.
[illegible]
[illegible]
301 Washington Street
Columbus, Indiana 47201

Re: Washington Institute for Quality Education

Dear Mr. Sorensen:

On August 21, 1970, the Director of Washington Institute for Quality Education sent to you copies of the Institute's financial statement for the period March 1, 1969 to February 28, 1970; the Institute's financial statement for the period [illegible] 1, 1970 to June 30, 1970; and the [illegible] of the Institute.

Please let us know if you need any further information or documentation in order to prepare the report [illegible] the Institute as required by December. Your courtesy in this regard would be appreciated.

Very truly yours,

[signature]

[illegible]

3/2/70

Dir: Philip Soursen

Telegram sent to:

Mr. Ivanhoe Donaldson
c/o Institute for Policy Studies
1520 New Hampshire Avenue, N.W.
Washington, D.C. 20036

301 Wash St.
Columbus, Indiana
47201

Received your letter regarding ~~X~~ grant from Cummins Engine Foundation. Thanks for your effort. Need to know, as soon as possible, if grant was confirmed or denied as it will help me with other foundations.

Julius W. Hobson

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

300 M Street, S.W., Washington, D.C. 20024

January 19, 1970

Dr. Allen Calvin
President
Behavioral Research Laboratory
Ladera Professional Center
Box 577
Palo Alto, California 94302

Dear Dr. Calvin:

Please find enclosed your check which we received today. As a precautionary measure, we have taken the liberty of voiding it.

Thank you again for your assistance to the Washington Institute for Quality Education.

Sincerely,

Julius W. Hobson
Executive Director

JWH:db
Enc.

EXECUTIVE SECRETARY
GERTRUDE L. WILLIAMSON
JOHN H. TRAVNOR, JR.
MATTIE G. TAYLOR
MARTHA S. SWAIM
JOHN A. SESSIONS
JULIUS W. HOBSON
EDWARD L. HANCOCK
ANITA FORD ALLEN, VICE PRESIDENT
JAMES E. COATES, PRESIDENT

WASHINGTON, D.C. 20004
416 TWELFTH STREET N.W.
PRESIDENTIAL BUILDING
BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
PRESIDENTIAL BUILDING
415 TWELFTH STREET, N. W.
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GERTRUDE L. WILLIAMSON
EXECUTIVE SECRETARY

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

300 M Street, S.W., Washington, D.C. 20024

January 14, 1970

Dr. Allen Calvin
President
Behavioral Research Laboratory
Ladera Professional Center
Box 577
Palo Alto, California 94302

Dear Dr. Calvin:

We received today your check dated 1/9/70.

This is to express the appreciation of the Board of Trustees of the Washington Institute for Quality Education for your contribution. We will be glad to furnish you with some of our finished work in the area of center-city education in the United States.

Your contribution is timely for it enables us to continue our institute thru this fiscal year. At our next accounting we will forward to you a report of how these funds were used.

Thank you very much for your consideration.

Sincerely,

Julius W. Hobson
Director

JWH:db

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
PRESIDENTIAL BUILDING
415 TWELFTH STREET, N. W.
WASHINGTON, D. C. 20004

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JOHN H. TREANOR, JR.

GERTRUDE L. WILLIAMSON
EXECUTIVE SECRETARY

July 25, 1970

The Abelard Foundation
575 Madison Avenue
New York, New York 10022

Attention: Miss Fine

Re: Washington Institute for Quality Education

Dear Sirs:

This is to supplement my letter, as counsel for Washington Institute for Quality Education, dated June 20, 1970. It is my opinion that Washington Institute for Quality Education is a "private foundation" as defined by Section 509 of the Internal Revenue Code of 1954, as amended.

It is further my opinion that Washington Institute for Quality Education is an "operating foundation", meeting the operational test of Reg. § 1.501(c)(3)-1(c). WIQE's sole activity is completing an inventory of quantitative resources in education in the District of Columbia Public School system, and in taking such inventories in other center-city school systems in the United States. WIQE is also making an effort to interest lay/parent groups in the District of Columbia as well as other cities in survey methods that can be used to determine the nature of their public schools.

As such, WIQE is being operated exclusively for charitable or educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1954, as amended. WIQE is not an "action" organization; it is not a pressure group and does not attempt to influence public officials or legislators. Its primary function is the collection, evaluation, analysis and

presentation of educational data of the nature described above. WIQE's data, research and methods will be made available publicly, and particularly to officials in the District of Columbia Public Schools and to officials in other city school systems in the United States.

A certification and statement of the Director of WIQE is enclosed herewith. In view of WIQE's relatively small budget and limited operations, reports of independent auditors would be burdensome and disproportionately expensive. Accordingly, on behalf of WIQE, relief is requested from you from the requirement that WIQE's annual reports be attested by independent auditors.

Please let us know if you have any questions or need any further information or advice in connection with WIQE.

Sincerely yours,

Bardyl R. Tirana

BRT:tb
Enclosure
cc: Washington Institute for Quality Education

WIQE agrees to forward to you copies of all studies, reports and similar literature produced by WIQE with the funds granted by you as soon as practicable.

WIQE understands that you reserve the right to withhold any further payments to WIQE in the event that any of the funds granted by you to WIQE are applied in violation of the representations made by WIQE in the grant application or in this certification and statement.

Sincerely yours,

WASHINGTON INSTITUTE FOR
QUALITY EDUCATION

By:_____
Julius W. Hobson,
Director

The Abelard Foundation
July 25, 1970
Page Two

WUOS agrees to forward to you copies of all studies, reports and similar discussions produced by WUOS with the funds granted by you as soon as practicable.

WUOS understands that you reserve the right to withhold any further payments to WUOS in the event that any of the terms granted by you to WUOS are applied in violation of the representations made by WUOS in the grant application or in this certification and statement.

Sincerely yours,

Director

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
300 M St., S.W., Washington, D.C. 20024

April 7, 1970

Mrs. Betty Traub
The Abelard Foundation
575 Madison Avenue
New York City, N.Y.

Dear Mrs. Traub:

Pursuant to our prior communication, we happily enclose a copy of our letter of March 26, 1970 from the Cummins Engine Foundation confirming their grant to us. We are wondering if this is all that is necessary to receive additional funds from the Abelard Foundation.

We trust you will instruct us as to what action we should take in this matter. Thank you for your consideration.

Sincerely,

Julius W. Hobson
Executive Director

JWH:db

Enc.

300 M St., S.W., Washington, D.C. 20024

December 22, 1969

Mrs. Elizabeth Troubh
Joint Foundation Support, Inc.
575 Madison Avenue
New York, N.Y. 10022

Dear Mrs. Troubh:

Pursuant to our telephone conversation with your assistant on Friday, December 19, may we extend our thanks to you for your presence at the luncheon on December 10.

We would appreciate the consideration of our application at the next convenient meeting of your Board of Directors. We feel that our approach and work are essential to any efforts to improve education in center-city schools. There is no question that the information we seek in public schools in the United States is essential to an intelligent budgetary process.

We have made application to other foundations and will notify you immediately upon receipt of any funds resulting from these requests.

Thank you for your consideration.

Sincerely,

Julius W. Hobson
Director

JWH:db

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
PRESIDENTIAL BUILDING
415 TWELFTH STREET, N. W.
WASHINGTON, D. C. 20004

JAMES E. COATES, PRESIDENT
ANITA FORD ALLEN, VICE PRESIDENT
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JOHN A. SESSIONS
MARTHA S. SWAIM
MATTIE G. TAYLOR
JOHN H. TREANOR, JR.

GERTRUDE L. WILLIAMSON
EXECUTIVE SECRETARY

July 24, 1970

Phone call was made to Mrs. Fine inquiring about the release of the $5,000 grant money. According to Mrs. Fine, the necessary information, which was to have come from Mr. Tirana's office, has not yet arrived. Upon receiving the proper statements and certifications referred to in the memo of June 1, 1970, Abelard Foundation will be able to forward the grant.

P. Phillips

AMRAM, HAHN & SUNDLUN

PHILIP WERNER AMRAM
BRUCE G. SUNDLUN
GILBERT HAHN, JR.
MARK B. SANDGROUND
GERALD SCHER
BARDYL RIFAT TIRANA
JACK C. SANDO
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MARSHA E. SWISS

COLORADO BUILDING
WASHINGTON, D. C. 20005
TELEPHONE STERLING 3-3344
CABLE ADDRESS "HASUN"
TWX 710-822-0137
INTL. TELEX 64273

June 20, 1970

Mrs. Betty Traub
The Abelard Foundation
575 Madison Avenue
New York, New York 10022

Re: Washington Institute for Quality Education

Dear Mrs. Traub:

I was counsel to Washington Institute for Quality Education in respect to its application for an exemption from Federal income tax as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1954, as amended. At the request of Mr. Julius W. Hobson, Director of WIQE, I am enclosing the following documents in connection with the grant of the Trustees of The Abelard Foundation to WIQE:

1. Internal Revenue Service Ruling dated April 2, 1969;

2. Memorandum dated January 14, 1970 from Mr. Hobson to The Eugene and Agnes E. Meyer Foundation;

3. Proposal for continuation of WIQE through February 28, 1971 with following exhibits:

(a) Estimated budget, March 1, 1970 through February 28, 1971;

(b) Financial statement March 1, 1969 through November 30, 1969.

WIQE expects shortly to have and forward to you an annual statement for its last fiscal year ended February 28,

AMRAM, HAHN & SUNDLUN

PHILIP WERNER AMRAM
BRUCE G SUNDLUN
JACK C. SANDO

June 20, 1972

Mrs. Betty Kraus

New York, New York 10022

Re: Washington Institute for Quality Education

I was counsel to Washington Institute for Quality Education in respect to its application for an exemption from Federal income tax as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1954, as amended. At the request of Mr. Julius W. Hobson, Director of WIQE, I am enclosing the following documents in connection with the grant of the Trustees of The Ahelard Foundation to WIQE:

2, 1969;

2. Memorandum dated January 14, 1970 from Mr. Hobson to The Eugene and Agnes E. Meyer Foundation;

3. Proposal for continuation of WIQE through February 28, 1971 with following exhibits:

February 28, 1971;

(b) Financial statement March 1, 1969 through November 30, 1969.

WIQE expects shortly to have and forward to you an annual statement for its last fiscal year ended February 28,

1970. Please let us know if you have any questions or need any further information or advice in connection with WIQE.

Thank you for your courtesy.

Sincerely yours,

Bartlett

BRT:z
Enclosures

bc: Mr. Julius Hobson

Mrs. Betty Traub
June 23, 1970
Page 2

1970. Please let us know if you have any questions or need any further information or advice in connection with WIOR.

Thank you for your courtesy.

Sincerely yours,

Bernard

BMT:s

bc: Mr. Julius Hobson

THE ABELARD FOUNDATION, INC.
575 MADISON AVENUE
NEW YORK, N. Y. 10022

755-6023

June 1, 1970

Mr. Julius W. Hobson
Executive Director
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D.C. 20024

Dear Mr. Hobson:

I am happy to advise you that the trustees of the Abelard Foundation have agreed to make a grant of $5000 to the Washington Institute for Quality Education. These funds are to be used for general program support.

In order to make certain that the grant hereby awarded is used in compliance with the provisions of the Internal Revenue Code, we must receive, prior to the actual payment of funds under the grant, a written statement from you setting forth the information requested in the attached memorandum.

As soon as the proper statements and certifications referred to above have been received here, we will be able to forward the grant. Will you please telephone me if you have any questions either about this letter or the enclosed memorandum.

Sincerely,

Elizabeth Troubh

(Mrs.) Elizabeth W. Troubh
Executive Director

GR 7-4857

EWT:mwn

Enc.

THE ABELARD FOUNDATION, INC.
575 MADISON AVENUE
NEW YORK, N. Y. 10022

755-6023

July 30, 1970

Mr. Julius W. Hobson
Executive Director
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D.C. 20024

Dear Mr. Hobson:

I am pleased to forward to you the check of the Abelard Foundation in the amount of $5000 to be used for general program support of the Washington Institute for Quality Education.

In making this grant I am relying upon the oral representations in Mr. Tirana's letter and in your statement of July 25, 1970, as well as the commitments contained in that statement with respect to conduct of the program and provision of reports of activities undertaken and expenditures incurred under the grant.

Will you please make sure that, in any listings prepared of financial support received, you list separately each foundation which made a grant to you on the recommendation of Joint Foundation Support. Joint Foundation Support does not itself make grants.

Sincerely,

Marjorie A. Fine

(Miss) Marjorie A. Fine
Executive Director

MAF:ap

THE FORD FOUNDATION
320 EAST 43RD STREET
NEW YORK, NEW YORK 10017

DIVISION OF NATIONAL AFFAIRS
SOCIAL DEVELOPMENT

November 13, 1970

Mr. Julius Hobson, Director
Washington Institute for Quality Education
300 M Street, S. W.
Washington, D. C. 20024

Dear Mr. Hobson:

I have the material on the Washington Institute for Quality Education and I am sharing it with my colleagues in the Public Education Office. When we have had an opportunity to review the proposal in the light of our respective program priorities and available resources I will be in touch with you. (As I promised, I will get an honest assessment of your chances to you as soon as possible.)

Sincerely,

Stanley Brezenoff
Assistant Program Officer

212-573-5000

THE FORD FOUNDATION
320 EAST 43RD STREET
NEW YORK, NEW YORK 10017

POSTAGE DUE 45¢

NOV 13 '70
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VIA AIR MAIL
CORREO AEREO

Mr. Julius Hobson, Director
Washington Institute for Quality Education
300 M Street, S. W.
Washington, D. C. 20024

SPECIAL DELIVERY

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WASHINGTON, DC
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STERN FAMILY FUND
21 EAST 40TH STREET
NEW YORK, N. Y. 10016
212- 532-0617

March 20, 1970

Mr. Julius Hobson
Washington Institute of Quality Education
1531 31 Street, N.W.
Washington, D.C.

Dear Julius:

It's very unlikely that we will be able to help any more with the WIQE project. But in any case I'd like to know what the current financial position is. Did anything come out of that luncheon we hosted in New York?

Sincerely,

David R. Hunter

PHILIP M. STERN
PRESIDENT
MRS. EDGAR B. STERN
VICE-PRESIDENT
EDGAR B. STERN, JR.
VICE-PRESIDENT
THOMAS B. LEMANN
SECRETARY-TREASURER
MRS. EDGAR B. STERN, JR.
MRS. PHILIP M. STERN
DAVID R. HUNTER
EXECUTIVE DIRECTOR

ION

5

THE FIELD FOUNDATION
100 EAST 85TH STREET • NEW YORK, N.Y. 10028
212/535-9915

October 23, 1970

Mr. Julius W. Hobson, Director
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D.C. 20024

Dear Mr. Hobson:

This will acknowledge your proposal received here on October 22nd. Although we shall try to get to this earlier than we did this year, I think we will not be able to act on it until some time next Spring.

Sincerely,

Leslie Dunbar

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ON

THE FIELD FOUNDATION
100 EAST 85TH STREET • NEW YORK, N.Y. 10028
212/535-9915

January 6, 1970

Mr. Julius W. Hobson
Director
Washington Institute For Quality Education
300 M Street, S.W.
Washington, D. C. 20024

Dear Mr. Hobson:

This will acknowledge your letter of December 22. This, together with the materials you gave me on December 10, will enable us to consider your proposal.

With best wishes,

Sincerely yours,

Leslie W. Dunbar

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meantime,

INSTITUTE FOR THE ADVANCEMENT OF URBAN EDUCATION

55 West 42 Street, New York, New York 10036

Suite 648

(212) 868 - 3770

January 9, 1970

Mr. Julius Hobson
Director
Washington Institute
for Quality Education
300 M. Street S.W.
Washington, D.C. 20024

Dear Julius:

It was a pleasure meeting with you recently and discussing some of the plans you have projected for the Washington Institute for Quality Education.

As I have said to you in the past, and as I am now repeating, I believe that the work you are undertaking for the Institute is extremely timely and valuable in the overall struggle to improve education for all the children of this country.

Our check to you of $3500 is a small indication of our support for your efforts and I trust that it will be of some assistance in helping you continue the task you have undertaken.

I hope to be in Washington again shortly, and I trust that at that time we can visit with each other again. In the meantime, my best regards to you and yours for the new year.

Sincerely,

LLOYD B. HUNTER
President

LBH/rmc

JOINT FOUNDATION SUPPORT, INC.

575 MADISON AVENUE
NEW YORK, N.Y. 10022
755-6023

November 20, 1970

Mr. Julius Hobson, Director
Washington Institute for
Quality Education
300 M Street, S.W.
Washington, D.C. 20024

Dear Mr. Hobson:

I have read with interest your proposal for continued funding of the Washington Institute for Quality Education.

Although your program is consistent with the purposes of the Abelard Foundation, and is valued by the trustees as evidenced by their grant to you of $5000 in July, 1970, limited resources prevent them from considering any further grants to your project at this time.

May I also add that I was somewhat distressed to find a copy of my letter to you included with your proposal materials. I would hope that, in the future, you would check with the author of a letter before circulating it as part of your proposal. It may be just a formality, but I think it is an important one.

I am sorry that we are unable to assist you at this time, and hope that you will be able to continue your valuable work.

Sincerely,

Marjorie A. Fine

(Miss) Marjorie A. Fine
Executive Director

MAF:ap

JOINT FOUNDATION SUPPORT, INC.

575 MADISON AVENUE
NEW YORK, N.Y. 10022
755-6023

September 1, 1970

Mr. Julius Hobson, Director
Washington Institute for
Quality Education
300 M Street, S.W.
Washington, D.C. 20024

Dear Mr. Hobson:

After I described your handsome booklet to Betty Troubh Vorenberg, she suggested that you might contact Professor Howard I. Kalodner, Project Director of the Community School System Project of the New York Lawyers Committee for Civil Rights Under Law. They are at 55 Fifth Avenue, New York, New York 10003, tel: 212-691-1780. Miss Jeanne R. Silver is the Associate Director of the Project.

They might very well be interested in the booklet since they were established to provide legal services in connection with our new school decentralization law.

Sincerely,

Marjorie A. Fine

(Miss) Marjorie A. Fine
Executive Director

MAF:ap

THE NEW WORLD FOUNDATION NWF

100 EAST 85TH STREET, NEW YORK, NEW YORK 10028

VERNON A. EAGLE
Executive Director

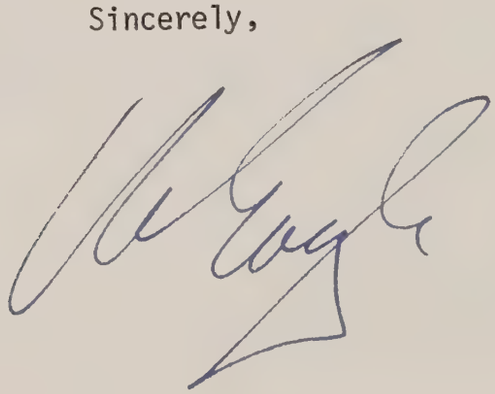
January 2, 1970

Mr. Julius W. Hobson
Executive Director
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D. C. 20024

Dear Mr. Hobson:

We shall give careful consideration to your request for financial assistance, and in due course I shall let you know the decision of the Board of Directors.

Sincerely,



EUGENE AND AGNES E. MEYER FOUNDATION
1730 RHODE ISLAND AVENUE, N. W.
WASHINGTON, D. C. 20036

JAMES L. KUNEN
EXECUTIVE VICE PRESIDENT

November 2, 1970

Mr. Julius W. Hobson
Director
Washington Institute for Quality Education
300 M Street SW
Washington, D. C. 20024

Dear Mr. Hobson:

We have received your request for funds for the Washington Institute for Quality Education for the coming year and will be in touch with you to discuss it further. As you know, the Meyer Foundation does not generally supply funds on a continuing basis for organizations.

Sincerely,

James L. Kunen

James L. Kunen

EUGENE AND AGNES E. MEYER FOUNDATION

1730 RHODE ISLAND AVENUE, N. W. WASHINGTON, D. C. 20036

TELEPHONE
(202) 659-2435

February 20, 1970

Mr. Julius W. Hobson
Director
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D. C. 20024

Dear Mr. Hobson:

The question of a grant to the Washington Institute for Quality Education was discussed by the Board of Directors of the Foundation at its recent meeting. In view of the strict requirements of the tax act of 1969, the Board deferred action on the request until you have received a ruling from the Internal Revenue Service that the Washington Institute for Quality Education is exempt under Section 501 (c)(3) of the Internal Revenue Service Code.

With all good wishes,

Sincerely,

James L. Kunen
Executive Vice President

JLK:jcag

cc: Mr. Bardyl Rifat Tirana

THE NEW WORLD FOUNDATION NWF

100 EAST 85TH STREET, NEW YORK, NEW YORK 10028

VERNON A. EAGLE
Executive Director

February 24, 1970

No letter or financial statement

Mr. Julius W. Hobson
Executive Director
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D. C. 20024

Dear Mr. Hobson:

We have had an opportunity to give careful consideration to your request for financial support for the Institute, and I must tell you that it will not be possible for us to be of assistance.

This is a priority decision with respect to the limited funds at our disposal and is not a negative judgment of the Institute's efforts to improve education in center-city schools.

We trust the funds you seek can be made available from other sources.

Sincerely,

V. Eagle

THE FIELD FOUNDATION
100 EAST 85TH STREET • NEW YORK, N.Y. 10028
212/535-9915

June 22, 1970

Mr. Julius W. Hobson, Executive Director
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D.C. 20024

Dear Mr. Hobson:

I am glad to be able to inform you that the Foundation, at a recent meeting and in response to your proposal of December 22, 1969, has awarded $10,000 toward your budget for the 12-month period beginning March 1, 1970.

If any public announcement of this grant is made we would appreciate receiving a copy.

Because of the lateness of time our check is enclosed herewith. We do, however, condition its acceptance and use on the requirement that you give us a written report at the end of the grant period, describing the work carried on under this grant.

The Tax Reform Act of 1969 imposes on us and on you certain other obligations. It is necessary that we ask you to read the attached sheet, titled "Additional Conditions of Grant." We ask that you or the appropriate official of your institution sign and return the enclosed copy of this letter, indicating agreement with all its terms and with those of the attachment.

With every good wish.

Sincerely,

Leslie Dunbar

Encs.
/la

Additional Conditions of Grant

In accordance with the provisions of section 4945 of the Internal Revenue Code of 1954, as amended, the funds provided by this grant may not be used to carry on propaganda, or otherwise to attempt to influence pending legislation, or to work for or against the introduction of specific legislative proposals. Nor may they be used to influence the outcome of any specific public election, or to carry on, directly or indirectly, any voter registration drive.

You are, therefore, prohibited from using such funds for any attempt to influence any such legislation through an attempt to affect the opinion of the general public or any segment thereof, or for any attempt to influence such legislation through communication with any member or employee of a legislative body, or with any other government official or employee who may participate in the formulation of the legislation. However, technical advice and assistance may be given to a governmental body or to a committee or subdivision thereof in response to a written request by such body or subdivision. In addition, grantees may use these funds to conduct, and make available, nonpartisan analysis, study or research.

The Field Foundation, Inc. is required to discharge what is called "expenditure responsibility" in the case of certain grants. We, therefore, ask you to take immediate steps to insure that you will be able to demonstrate at all times that funds granted by Field Foundation are spent solely for the purposes for which the grant was made. Accordingly, until the grant has been fully expended, you must provide us annually with an independent audit certifying that the funds in question were so used, which explicitly sets forth in detail how such funds were used. If you feel that this grant is not subject to the expenditure responsibility requirement, we ask that you furnish us with an opinion of counsel to that effect.

In addition, if you are a private foundation that is not an "operating foundation," as defined in the Code, you must expend the funds hereby granted for the purposes set out above, not later than the close of your first taxable year after the current taxable year. (Contributions to another private foundation that is not an "operating foundation" will not satisfy this requirement) Your independent audit must certify that such funds were so expended.

THE FIELD FOUNDATION
100 EAST 85TH STREET • NEW YORK, N.Y. 10028

Mr. Julius W. Hobson, Executive Director
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D.C. 20024

Additional Conditions of Grant

In accordance with the provisions of section 4945 of the Internal Revenue Code of 1954, as amended, the funds provided by this grant may not be used to carry on propaganda, or otherwise to attempt to influence pending legislation, or to work for or against the introduction of specific legislative proposals. Nor may they be used to influence the outcome of any specific public election, or to carry on, directly or indirectly, any voter registration drive.

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In addition, if you are a private foundation that is not an "operating foundation," as defined in the Code, you must expend the funds hereby granted for the purposes set out above, not later than the close of your first taxable year after the current taxable year. (Contributions to another private foundation that is not an "operating foundation" will not satisfy this requirement) Your independent audit must certify that such funds were so expended.

August 21, 1970

Mrs. Leslie W. Dunbar
The Field Foundation
100 East 85th Street
New York, New York 10028

Dear Mrs. Dunbar:

Enclosed are copies of our financial statements through June 30, 1970, and our tax returns. Sorry we are a bit late in getting these to you, but as you can see by the enclosed publication we have been quite busy.

We hope to publish a series of the nature outlined in The Damned Children. We are now working on an analysis of special projects in the public schools in D.C., and are also preparing graphic presentations of courses offered in junior and senior high school in the city. We hope to call our next publication, The Damned Teachers.

We would be happy to have you comment on the series; one, if you think it is worthwhile, two, if you think it should be continued in this form.

We hope that this series on public education can be used as guides by parents groups in other school districts. Our big problem now is the distribution of the 5,000 copies which we have. If you could give us some advice on distribution in your city we would appreciate it.

Thank you so much for your assistance and cooperation.

Sincerely,

Julius W. Hobson
Director

The Rockefeller Foundation
111 WEST 50th STREET, NEW YORK, N. Y. 10020

SOCIAL SCIENCES

CABLE: ROCKFOUND, NEW YORK
TELEPHONE: COLUMBUS 5-8100

November 10, 1970

Dear Mr. Hobson:

We have now had an opportunity to review your request for funds for the Washington Institute for Quality Education publication program series.

Under our current guidelines, we are not able to support publications, curriculum development, film making, or video taping. We are required by our Board of Trustees to focus our limited resources on very specific priorities. Frequently, this means we are unable to assist many worthwhile projects, such as yours. However, I am sure you can understand the necessity for us to focus on selected areas of program in order to make the most effective use of our limited resources.

I am sorry that I am not able to give a more favorable response and I hope that you will locate the funds you seek.

Sincerely,

Charles H. Smith
Associate Director

Mr. Julius W. Hobson
Director, Washington
Institute for Quality Education
300 "M" Street, Southwest
Washington, D.C. 20024

CHS:il

THE FORD FOUNDATION
320 EAST 43RD STREET
NEW YORK, NEW YORK 10017

DIVISION OF NATIONAL AFFAIRS
SOCIAL DEVELOPMENT

April 10, 1970

Mr. Julius W. Hobson
Executive Director
Washington Institute For Quality Education
300 M Street, S. W.
Washington, D. C. 20024

Dear Mr. Hobson:

Mr. Wilkins has asked me to let you know that despite the merit of the Washington Institute For Quality Education's proposal, it will not be possible for the Ford Foundation to provide support at this time.

Frankly, our budget for this fiscal year has been stretched to the absolute limit. As you might well imagine, the demands on a relatively small amount of money are enormous and decisions painfully difficult but necessary.

Because your program is so obviously geared to fill a pressing need in a crucially important area, Mr. Wilkins has asked me to inquire as to the possibility of support from other foundations. I will pursue these avenues and keep you informed.

Yours truly,

Stanley Brezenoff

Stanley Brezenoff
Assistant Program Officer

cc: Roger W. Wilkins

212/573-5000

300 M St., S.W., Washington, D.C. 20024

March 25, 1970

Mr. Roger Wilkins
Ford Foundation
320 East 43rd Street
New York, N.Y. 10017

Dear Mr. Wilkins:

Enclosed is a copy of a telegram we received from the Cummins Engine Foundation confirming their grant to us of $26,500 which makes up a little over half of our $50,000 budget for the fiscal year beginning March 1, 1970.

We would appreciate your consideration in helping us raise the required $23,500 called for in our attached budget.

Sincerely,

Julius W. Hobson
Executive Director

JWH:db

Enc.

300 M St., S.W., Washington, D.C. 20024

December 22, 1969

Mr. Roger Wilkins
Ford Foundation
320 East 43rd Street
New York, N.Y. 10017

Dear Roger:

Pursuant to our telephone call of Friday, December 19, to your office, may we extend our thanks to you for your presence at the luncheon on December 10.

We would appreciate the consideration of our application at the next convenient meeting of your Board of Directors. We feel that our approach and work are essential to any efforts to improve education in center-city schools. There is no question that the information we seek in public schools in the United States is essential to an intelligent budgetary process.

We have made application to other foundations and will notify you immediately upon receipt of any funds resulting from these requests.

Thank you for your consideration.

Sincerely,

Julius W. Hobson
Director

JWH:db

EXECUTIVE SECRETARY
JOHN H. TERRANOVA, JR.
MATTIE C. TAYLOR
MARTHA S. SWANN
JOHN A. SESSIONS
ARTHUR A. [illegible]
NELSON C. ROOTS
JULIUS W. HOBSON
EDWARD L. HANCOCK
MORIEL M. ALEXANDER
ANITA FORD ALLEN, VICE PRESIDENT
JAMES E. COATES, PRESIDENT

[illegible]
515 14TH STREET, N.W.
PRESIDENTIAL BUILDING
BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
PRESIDENTIAL BUILDING
415 TWELFTH STREET, N. W.
WASHINGTON, D. C. 20004

JAMES E. COATES, PRESIDENT
ANITA FORD ALLEN, VICE PRESIDENT
MURIEL M. ALEXANDER
EDWARD L. HANCOCK
JULIUS W. HOBSON
NELSON C. ROOTS
ALBERT A. ROSENFIELD
JOHN A. SESSIONS
MARTHA S. SWAIM
MATTIE G. TAYLOR
JOHN H. TREANOR, JR.

GERTRUDE L. WILLIAMSON
EXECUTIVE SECRETARY

THE PHILIP M. STERN FAMILY FUND
2301 S STREET, NORTHWEST
WASHINGTON, D. C. 20008

332-7450

September 24, 1970

Mr. Julius W. Hobson
Director
WIQE
1531 31st Street, N.W.
Washington, D.C. 20007

Dear Mr. Hobson:

Thank you for your letter and for sending me two copies of The Damned Children.

You have asked me several questions. Is the "Damned" series worthwhile? Well, if that is not worthwhile, I just don't know what is. You have shown with facts and figures, inequities that are shocking and saddening. It is truly a case of cheating our own children.

In the September issue of The Washingtonian, George Allen, in his article on Anita Allen says "Hobson -- and other concerned blacks -- says that what was once a white-dominated school system segregated by race has become a black-dominated system segregated by class." Your book most explicitly brings this point out time and time again.

Mrs. Hobson in her introduction makes a very incisive point. "... primary and secondary public education in large cities in the U.S. operates as the only major industry in which the consumer (the child) is held responsible for the quality of the product." How grim that this kind of thinking is accepted by so many responsible people.

I found the form of the booklet attractive, and easy to follow. The content is devastating. I really can't give you any new-fangled ideas on distribution. Between you and Mrs. Hobson, I'm sure you have this town sewed-up. But, I would like to see the booklet go to all education editors of major newspapers in the U.S., also to the Office of Education.

I think this is a marvelous job. Congratulations to you.

Sincerely,

Philip Stern

Philip M. Stern

August 21, 1970

Mr. Philip M. Stern
The Philip M. Stern Family Fund
888 17th Street, N.W.
Washington, D.C. 20006

Dear Mr. Stern:

Enclosed are copies of our financial statements through June 30, 1970, and our tax returns. Sorry we are a bit late in getting these to you, but as you can see by the enclosed publication we have been quite busy.

We hope to publish a series of the nature outlined in The Damned Children. We are now working on an analysis of special projects in the public schools in D.C., and are also preparing graphic presentations of courses offered in junior and senior high school in the city. We hope to call our next publication, The Damned Teachers.

We would be happy to have you comment on the series; one, if you think it is worthwhile, two, if you think it should be continued in this form.

We hope that this series on public education can be used as guides by parents groups in other school districts. Our big problem now is the distribution of the 5,000 copies which we have. If you could give us some advice on distribution in your city we would appreciate it.

Thank you so much for your assistance and cooperation.

Sincerely,

Julius W. Hobson
Director

Mr. Philip M. Stern
The Philip M. Stern Family Fund
[illegible]
Washington, D.C. 20006

Dear Mr. Stern:

Enclosed are copies of our financial statements through June 30, 1970, and our tax returns. Sorry we are a bit late in getting these to you, but as you can see by the enclosed publication we have been quite busy.

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Thank you so much for your assistance and cooperation.

Sincerely,

Marian M. Hobson
[illegible]

THE PHILIP M. STERN FAMILY FUND
2301 S STREET, NORTHWEST
WASHINGTON, D. C. 20008

332-7450

November 6, 1970

Mr. Julius W. Hobson
Director
Washington Institute for Quality Education
300 M Street, SW
Washington, D.C. 20024

Dear Mr. Hobson:

Thank you for sending me a copy of your latest proposal for WIQE, for March 1, 1971 through February 28, 1972.

I regret to say that this time we simply cannot help. I think you know about the community law firm we have started, and all of our funds and then some, are committed to this project. I hope through our law firm to be able to parallel the kind of work you have done in the whole field of education. In fact, your own successful litigation is a model of the kind of thing we hope to accomplish -- although probably we won't on such a major scale.

Needless to say, this carries best wishes for our success.

Sincerely,

Philip Stern

Philip M. Stern

PMS:ar

THE PHILIP M. STERN FAMILY FUND
2301 S STREET, NORTHWEST
WASHINGTON, D. C. 20008

332-7450

September 24, 1970

Mr. Julius W. Hobson
Director
WIQE
1531 31st Street, N.W.
Washington, D.C. 20007

Dear Mr. Hobson:

Thank you for your letter and for sending me two copies of The Damned Children.

You have asked me several questions. Is the "Damned" series worthwhile? Well, if that is not worthwhile, I just don't know what is. You have shown with facts and figures, inequities that are shocking and saddening. It is truly a case of cheating our own children.

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I think this is a marvelous job. Congratulations to you.

Sincerely,

Philip Stern

Philip M. Stern

August 21, 1970

Mr. David R. Hunter
Stern Family Fund
21 East 40th Street,
New York, New York 10016

Dear Mr. Hunter:

Enclosed are copies of our financial statements through June 30, 1970, and our tax returns. Sorry we are a bit late in getting these to you, but as you can see by the enclosed publication we have been quite busy.

We hope to publish a series of the nature outlined in The Damned Children. We are now working on an analysis of special projects in the public schools in D.C., and are also jpreparing graphic presentations of courses offered in junior and senior high school in the city. We hope to call our next publication, The Damned Teachers.

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We hope that this series on public education can be used as guides by parents groups in other school districts. Our big problem now is the distribution of the 5,000 copies which we have. If you could give us some advice on distribution in your city we would appreciate it.

Thank you so much for your assistance and cooperation.

Sincerely,

Julius W. Hobson
Director

August 21, 1970

Mr. David R. Bruton
Bruton Family Fund
21 East 40th Street,
New York, New York 10016

Dear Mr. Bruton:

Enclosed are copies of our financial statements through June 30, 1970, and our tax returns. Sorry we are a bit late in getting these to you, but as you can see by the enclosed publication we have been quite busy.

We hope to publish a series of the nature outlined in The Damned Children. We are now working on an analysis of special projects in the public schools in D.C., and are also preparing graphic presentations of courses offered in junior and senior high school in the city. We hope to call our next publication, The Damned Teachers.

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Thank you so much for your assistance and cooperation.

Sincerely,

Julius W. Hobson
Director

STERN FUND
21 EAST 40TH STREET
NEW YORK, N. Y. 10016
532-0617

August 26, 1970

PHILIP M. STERN
PRESIDENT
MRS. EDGAR B. STERN
VICE-PRESIDENT
THOMAS B. LEMANN
SECRETARY-TREASURER
MRS. PHILIP M. STERN

DAVID R. HUNTER
EXECUTIVE DIRECTOR

Mr. Julius W. Hobson, Director
Washington Institute for Quality
Education
1531 31st Street, N.W.
Washington, D.C. 20007

Dear Julius:

Congratulations on The Damned Children. Very simple, clear and potent data. I'm glad we were able to give you a hand in turning out such a good product.

Sincerely,

David R. Hunter

DOUGLAS H. ADAMSON
ATTORNEY AT LAW

53 PARKER STREET
CAMBRIDGE, MASSACHUSETTS 02138
617-864-9067

Copy to Boskat

July 18, 1970

Dear Julius:

It is good to share with you this hope to influence others to accomplish for children elsewhere what is being accomplished in Washington.

You asked that I also write up my oral suggestions of yesterday evening. Here they are...

- Mrs. Morton B. Newman and I both have come up with the feeling that the booklet is rather focused on D. C., and that people may need to be led by the nose to make the jump to elsewhere. Thus I suggest that you make a general list of questions which may be asked of other school systems (drawn from the questions in your sections) and place it at the end as a summary and springboard. The next booklet could amplify them, and provide an actual workbook for people to fill out and, in the process of doing so, become familiar with the concepts.

- As to order, I believe you should get across the idea of harmed kids, then what's harming them (placement, facilities, etc), and then move into the teachers and board. My paragraphs, below, involve a sketchy reordering of yours.

- Get across early the concept by placing a version of graph chart from #11 on the cover, in red white and blue (or black).

- As 1st par in Intro or Body, include reference dedication to the kids who have lost out (the %66 misplaced!) and who will lose out in the future before they can be reached;

- Intro, get across idea of inertia, failure to see and to appreciate the problem (e.g., parallels in D. C. Libraries); let the readers transfer the problem and realize they can help the school system and board to see;

- P2, include at least a footnote re how to pry out the information (e.g., take workbooks to board meeting, ask for 20 minutes, and try to fill out together with the board - the board may well ask the administration to fill it out);

- Get your par 15 "Parting Word" in early; substitute the summary of questions at the end;

- Your pars 13, 14 in early, re harm to intelligent kids;

- As you can see, I keep projecting forward info re the kids; accent page 2 before page 1, since the kids are the first gripper on the reader's attention; we are interested in the administrators and their dynamics only next;

- Get idea of simple grocery store arithmetic in early (with "Parting Word," now at beginning);

- P3, get in early re consumer/child responsible for quality of the product; project forward P4 also;

- P5, could be placed first, or P6; accent the KEY WORD, "THOUGHTLESSNESS," to stimulate the reader to do some thinking for the school system;

  -- books might go first, since manageable concept and hits person's sense of fairness;

  --- insert econ, racial, academic statistics in place of bar graph in re books (the numbers take care of the books);

- Ps8, 9, reference to South could go in your Intro; make clear any relationship these sections;

- P11; use chart on cover, etc., in clear version;

- P12, maybe too much detail in charts - for an Appendix? - with other detail, after you slice for simple point progression and clarity of the main presentation...

- P3, one asks, why the 2 charts?

- P2, keeps you close to D. C. Maybe as a leader to the summary of general questions, you could leave a space and blanks for the reader to fill in info re his board; include economic composition of board, whether represents trades, crafts, etc. (according to Task Force Study, D. C. never had any from working groups);

- End: summarize general questions, lead to eventual workbook.

Of course, Julius, these are just thoughts and I won't feel hurt if you arrive at something else - they are intended to help you look at the material freshly.

Hope and I send our best to you and Tina!

Doug.

Am returning manuscript by separate mail - I have a copy -

COPYRIGHT OFFICE
THE LIBRARY OF CONGRESS
WASHINGTON, D.C. 20540

ASSIGNMENTS AND RELATED DOCUMENTS

TRANSFER OF COPYRIGHTS

The copyright law of the United States (Title 17 of the United States Code) provides that copyrights may be transferred ("assigned, granted, or mortgaged") by means of an instrument in writing, signed by the proprietor of the copyright, and may also be bequeathed by will. The Copyright Office does not furnish or require any special forms for making or recording a transfer of copyright.

RECORDING DOCUMENTS

Documents for Recording. The law also provides that assignments of copyright should be recorded in the Copyright Office. This requirement apparently does not apply to other types of transfers, but many persons believe that there are advantages in having documents pertaining to their copyrights appear in the records of the Copyright Office. Thus, in addition to assignments, the Copyright Office will record papers such as licenses, contracts, mortgages, powers of attorney, certificates of change of corporate title, wills, decrees of distribution, and the like.

Form of Document. The **original, signed** instrument of assignment should be submitted for the purpose of recording. It will be recorded on microfilm and returned to the sender with a certificate of record. The Copyright Office will record a copy instead of the original only if the sender informs the Copyright Office that the original is unavailable and specifically authorizes recordation of the copy in its place, and if the copy furnished for recordation is legible. Where the original is already on record in another public office, a copy certified by the appropriate public official should be submitted.

Recording Time Limits. It is important to record an assignment that has been executed in the United States within three months from the date of its execution. Assignments executed abroad should be recorded within six months. A document submitted later may be recorded, but failure to meet the time limits may result in the loss of certain rights under the copyright. (See section 30 of the copyright law, reprinted on the reverse of this page.)

Identification of Copyrighted Works. No new registration is made when ownership of a copyright changes hands, nor are any changes made in the records of original registration. When a document is recorded, it is indexed under the names and titles it contains. Thus, the title of any work mentioned in a document should be given exactly as it appeared in the work as originally registered. If at all possible, the title should be accompanied by the name of the author and registration number.

(over)

Nov. 1968—10,000

NOTICE IN ASSIGNEE'S NAME

After an assignment of copyright has been recorded, the new copyright owner may substitute his name for that of the previous owner in the notice of copyright appearing on the copies of the work.

CAUTION: If the substitution is made **before** recording the assignment, the result may be the complete loss of copyright protection. (See section 32 of the copyright law, below.)

FOREIGN ASSIGNMENTS

Assignments executed in a foreign country should be acknowledged by the assignor before a United States consular officer or secretary of legation. The certificate of this acknowledgment should be attached to the document when it is submitted for recordation, and the law provides that the certificate will be considered prima facie evidence of the execution of the assignment. If it is impossible to have a document acknowledged, the Copyright Office is willing to make recordation without the certificate. However, the person sending the document must specifically authorize the Office to do so.

FEES

Before the Copyright Office records any document, it must first have received the full recording fee prescribed by law. A fee is required for each such document, although the fees for several documents may be combined in one remittance. The proper fee may be computed from the following schedule:

- The basic fee for recording each document consisting of six pages or less, covering no more than one title, is $5.
- An additional charge of 50 cents is made for each page over six.
- An additional charge of 50 cents is made for each title over one listed in the document, including former titles and alternative titles.
- If the sender wishes the recorded document to be returned by registered mail, an additional remittance to cover the postage should be included.

TITLE 17—UNITED STATES CODE

§ 27. COPYRIGHT DISTINCT FROM PROPERTY IN OBJECT COPYRIGHTED; EFFECT OF SALE OF OBJECT, AND OF ASSIGNMENT OF COPYRIGHT.—The copyright is distinct from the property in the material object copyrighted, and the sale or conveyance, by gift or otherwise, of the material object shall not of itself constitute a transfer of the copyright, nor shall the assignment of the copyright constitute a transfer of the title to the material object; but nothing in this title shall be deemed to forbid, prevent, or restrict the transfer of any copy of a copyrighted work the possession of which has been lawfully obtained.

§ 28. ASSIGNMENTS AND BEQUESTS.—Copyright secured under this title or previous copyright laws of the United States may be assigned, granted, or mortgaged by an instrument in writing signed by the proprietor of the copyright, or may be bequeathed by will.

§ 29. SAME; EXECUTED IN FOREIGN COUNTRY; ACKNOWLEDGMENT AND CERTIFICATE.—Every assignment of copyright executed in a foreign country shall be acknowledged by the assignor before a consular officer or secretary of legation of the United States authorized by law to administer oaths or perform notarial acts. The certificate of such acknowledgment under the hand and official seal of such consular officer or secretary of legation shall be prima facie evidence of the execution of the instrument.

§ 30. SAME; RECORD.—Every assignment of copyright shall be recorded in the copyright office within three calendar months after its execution in the United States or within six calendar months after its execution without the limits of the United States, in default of which it shall be void as against any subsequent purchaser or mortgagee for a valuable consideration, without notice, whose assignment has been duly recorded.

§ 31. SAME; CERTIFICATE OF RECORD.—The Register of Copyrights shall, upon payment of the prescribed fee, record such assignment, and shall return it to the sender with a certificate of record attached under seal of the copyright office, and upon the payment of the fee prescribed by this title he shall furnish to any person requesting the same a certified copy thereof under the said seal.

§ 32. SAME; USE OF NAME OF ASSIGNEE IN NOTICE.—When an assignment of the copyright in a specified book or other work has been recorded the assignee may substitute his name for that of the assignor in the statutory notice of copyright prescribed by this title.

U.S. GOVERNMENT PRINTING OFFICE: 1968—O-319-338

COPYRIGHT OFFICE
THE LIBRARY OF CONGRESS
WASHINGTON, D.C. 20540

IMPORTANT NOTICE REGARDING THE AFFIDAVIT OF MANUFACTURE

Many applications on Form A are not acceptable because of defects in item 11 (the affidavit). The affidavit is required by law, and registration in Class A cannot be made unless a proper affidavit has been filed.

Before submitting your application, check your affidavit to make sure that the following points have been observed:

1. *Date of Publication or Printing.* Be sure your affidavit gives either the date the book was published,[1] or the date when printing of the copies was completed.

2. *Names and Addresses of Manufacturers.* Be sure you give the names and addresses of the establishments or individuals who performed the manufacturing processes as specified in the affidavit: typesetting or platemaking or lithographic processes or photoengraving process or printing and binding, etc. These should be written in the blank spaces headed "Names" and "Addresses."

3. *Signature and Seal.* Be sure that the affidavit is properly signed and notarized, and that this is not done until *after* the date of publication.

[1] The date of publication is defined as "the earliest date when copies of the first authorized edition were placed on sale, sold, or publicly distributed by the proprietor of the copyright or under his authority . . ." (§ 26, Title 17, United States Code).

(Apr. 1967—30,000)

(OVER)

EXTRACT FROM TITLE 17, U. S. C., RESPECTING AFFIDAVITS

§ 17. AFFIDAVIT TO ACCOMPANY COPIES.—In the case of the book the copies so deposited shall be accompanied by an affidavit under the official seal of any officer authorized to administer oaths within the United States, duly made by the person claiming copyright or by his duly authorized agent or representative residing in the United States, or by the printer who has printed the book, setting forth that the copies deposited have been printed from type set within the limits of the United States or from plates made within the limits of the United States from type set therein; or, if the text be produced by lithographic process, or photoengraving process, that such process was wholly performed within the limits of the United States and that the printing of the text and binding of the said book have also been performed within the limits of the United States. Such affidavit shall state also the place where and the establishment or establishments in which such type was set or plates were made or lithographic process, or photoengraving process or printing and binding were performed and the date of the completion of the printing of the book or the date of publication.

§ 18. MAKING FALSE AFFIDAVIT.—Any person who, for the purpose of obtaining registration of a claim to copyright, shall knowingly make a false affidavit as to his having complied with the above conditions shall be deemed guilty of a misdemeanor, and upon conviction thereof shall be punished by a fine of not more than $1,000, and all of his rights and privileges under said copyright shall thereafter be forfeited.

U.S. GOVERNMENT PRINTING OFFICE : 1967—O-260-166

General Information on Copyright

Copyright Office
Washington, D.C.
Circular 1

General

Information

on

Copyright

WHAT IS A COPYRIGHT

A copyright is a form of protection given by the law of the United States (Title 17, U.S. Code) to the authors of literary, dramatic, musical, artistic, and other intellectual works. The owner of a copyright is granted by law certain exclusive rights in his work such as:

- the right to print, reprint and copy the work.
- the right to sell or distribute copies of the work.
- the right to transform or revise the work by means of dramatization, translation, musical arrangement, or the like.
- the right to perform and record the work.

The rights granted by the copyright law are not unlimited in scope. For example, in the case of musical compositions, the performance right is limited to public performances for profit. Recording rights in musical works are limited by the so-called "compulsory license" provision, which permits recordings upon payment of certain royalties after the initial recording has been authorized by the copyright owner.

WHO CAN CLAIM COPYRIGHT

Only the author or those deriving their rights through him can rightfully claim copyright. Mere ownership of a manuscript, painting, or other copy does not necessarily give the owner the right to copyright. In the case of works made for hire, it is the employer, and not the employee, who is regarded as the author.

There is no provision for securing a blanket copyright to cover all the works of a particular author. Each work must be copyrighted separately if protection is desired.

WHAT CAN BE COPYRIGHTED

The copyright law (Title 17, U.S. Code) lists 13 broad classes of works in which copyright may be claimed, with the provision that these are not to limit the subject matter of copyright. Within the classes are the following kinds of works:

Books (Class A). Published works of fiction and nonfiction, poems, compilations, composite works, directories, catalogs, annual publications, information in tabular form, and similar text matter, with or without illustrations, that appear as a book, pamphlet, leaflet, card, single page, or the like.

Periodicals (Class B). Publications, such as newspapers, magazines, reviews, newsletters, bulletins, and serial publications, that appear under a single title at intervals of less than a year. Also contributions to periodicals, such as stories, cartoons, or columns published in magazines or newspapers.

Lectures or similar productions prepared for oral delivery (Class C). Unpublished works such as lectures, sermons, addresses, monologs, recording scripts, and certain forms of television and radio scripts.

Dramatic and dramatico-musical compositions (Class D). Published or unpublished dramatic works such as the acting versions of plays for the stage, for filming, radio, television, and the like, as well as pantomimes, ballets, operas, operettas, etc.

Musical compositions (Class E). Published or unpublished musical compositions (other than dramatico-musical compositions) in the form of visible notation, with or without words. Also new versions of musical compositions, such as adaptations, arrangements, and editing when it represents original authorship. The words of a song, unaccompanied by music, are not registrable in Class E.

Maps (Class F). Published cartographic representations of area, such as terrestrial maps and atlases, marine charts, celestial maps, and such three-dimensional works as globes and relief models.

Works of art; or models or designs for works of art (Class G). Published or unpublished works of artistic craftsmanship, insofar as their form but not their mechanical or utilitarian aspects are concerned, such as artistic jewelry, enamels, glassware, and tapestries, as well as works belonging to the fine arts, such as paintings, drawings, and sculpture.

Reproductions of works of art (Class H). Published reproductions of existing works of art in the same or a different medium, such as a lithograph, photoengraving, etching, or drawing of a painting, sculpture, or other work of art.

Drawings or sculptural works of a scientific or technical character (Class I). Published or unpublished diagrams or models illustrating scientific or technical works, such as an architect's or an engineer's blueprint, plan, or design, a mechanical drawing, an astronomical chart, or an anatomical model.

Photographs (Class J). Published or unpublished photographic prints and filmstrips, slide films, and individual slides. Photoengravings and other photomechanical reproductions of photographs are registered in Class K.

Prints, pictorial illustrations, and commercial prints or labels (Class K). Published prints or pictorial illustrations, greeting cards, picture postcards, and similar prints, produced by means of lithography, photoengraving, or other methods of reproduction. A print or label, not a trademark, published in connection with the sale or advertisement of articles of merchandise also is registered in this class.

Motion-picture photoplays (Class L). Published or unpublished motion pictures that are dramatic in character, such as feature films, filmed or recorded television plays, short subjects and animated cartoons, musical plays, and similar productions having a plot.

Motion pictures other than photoplays (Class M). Published or unpublished non-dramatic motion pictures, such as newsreels, travelogs, training or promotional films, nature studies, and filmed or recorded television programs having no plot.

WHAT CANNOT BE COPYRIGHTED

Even though a work does not fit conveniently into one of the 13 classes, this does not necessarily mean that it is uncopyrightable. However, there are several categories of material which are generally not eligible for statutory copyright protection. These include among others:

- Titles, names, short phrases and slogans; familiar symbols or designs; mere variations of typographic ornamentation, lettering, or coloring; mere listings of ingredients or contents.
- Ideas, plans, methods, systems, or devices, as distinguished from a description or illustration.
- Sound recordings, and the performances recorded on them.
- Works that are designed for recording information and do not in themselves convey information, such as time cards, graph paper, account books, diaries, bank checks, score cards, address books, report forms, and the like.
- Works consisting entirely of information that is common property and containing no original authorship. For example: standard calendars, height and weight charts, tape measures and rulers, schedules of sporting events, and lists or tables taken from public documents or other common sources.

UNPUBLISHED WORKS

An unpublished work is generally one for which copies have not been sold, placed on sale, or made available to the public. Unpublished works are eligible for one or the other of two types of protection:

Common Law Literary Property. This type of protection against unauthorized use of an unpublished work is a matter of state law, and arises automatically when the work is created. It requires no action in the Copyright Office. It may last as long as the work is unpublished, but it ends when the work is published or copyright is secured.

Statutory Copyright. This is the protection afforded by the federal law upon compliance with certain requirements. Only the following types of works can be registered for statutory copyright before they have been published: musi-

cal compositions, dramas, works of art, drawings and sculptural works of a scientific or technical character, photographs, motion pictures, and works prepared for oral delivery. There is no requirement that any of these works be registered for statutory copyright in unpublished form, but there may be advantages in doing so. If they are registered in their unpublished form, the law requires that another registration be made after publication with the copyright notice affixed to the copies (see page 7).

The following types of material **cannot** be registered for statutory protection in unpublished form: books (including short stories, poems and narrative outlines), prints, maps, reproductions of works of art, periodicals, and commercial prints and labels. These works secure statutory copyright by the act of publication with notice of copyright.

COPYRIGHT PROCEDURE FOR AN UNPUBLISHED WORK

Statutory copyright for unpublished works is secured by registering a claim in the Copyright Office. For this purpose it is necessary to forward the following material:

Application Form. The appropriate form may be ordered from the Copyright Office from the list printed on pages 9 and 10. Forms are supplied without charge.

Copy. In the case of manuscripts of music, dramas, lectures, etc., one complete copy should accompany the application. It will be retained by the Copyright Office. For photographs, deposit one photographic print. Special requirements concerning motion pictures, and certain graphic and artistic works, are stated on the application forms.

Fee. The registration fee for unpublished works is $6.

See pages 10 and 11 for mailing instructions.

PUBLISHED WORKS

Published works are works that have been made available to the public in some way, usually by the sale or public distribution of copies. The copyright law defines the "date of publication" as "the earliest date when copies of the first authorized

edition were placed on sale, sold, or publicly distributed by the proprietor of the copyright or under his authority, . . ."

No specific number of copies or method of distribution is required for a general publication. However, it is sometimes difficult to determine the dividing line between a general publication and a limited distribution (such as sending copies to agents, publishers, or some other limited group for a specific purpose). If you are in doubt about publication in a particular case, it may be advisable to consult an attorney.

The rights in a work will be permanently lost unless all published copies bear a notice of copyright in the form and position described on pages 7 and 8. When a work has been published without notice of copyright it falls into the public domain and becomes public property. After that happens it serves no purpose to add the notice to copies of the work, and doing so may be illegal.

In the case of works that cannot be registered in advance of publication, it is the act of publication with notice of copyright, rather than registration in the Copyright Office, that secures statutory copyright. While the Copyright Office registers claims to copyright, it does not grant copyright protection.

COPYRIGHT PROCEDURE FOR PUBLISHED WORKS

Three steps should be taken to secure and maintain statutory copyright in a published work:

- ***Produce copies with copyright notice.*** Produce the work in copies by printing or other means of reproduction. It is essential that all copies bear a copyright notice in the required form and position (see pages 7 and 8).
- ***Publish the work.***
- ***Register your claim in the Copyright Office.*** Promptly after publication, you should forward the following material:

  APPLICATION FORM. The appropriate form may be requested from the Copyright Office from the list printed on pages 9 and 10.

  COPIES. Send two copies of the best edition of the work as published.

  FEE. The registration fee for published works is $6.

See pages 10 and 11 for mailing instructions.

☛ **NOTE:** The law requires that, after a work is published with the prescribed notice, two copies "shall be promptly deposited," accompanied by a claim of copyright and a fee.

THE COPYRIGHT NOTICE

Form of the Notice. As a general rule, the copyright notice should consist of three elements:

- **The word "Copyright," the abbreviation "Copr.," or the symbol** ©. Use of the symbol © may have advantages in securing copyright in countries that are members of the Universal Copyright Convention.
- **The name of the copyright owner (or owners).**
- **The year date of publication.** This is ordinarily the year in which copies are first placed on sale, sold, or publicly distributed by the copyright owner or under his authority. However, if the work has previously been registered for copyright in unpublished form, the notice should contain the year date of registration for the unpublished version. Or, if there is new copyrightable matter in the published version, it is advisable to include both the year date of the unpublished registration and the year date of publication.

These three elements should appear together on the copies. For example:

© John Doe 1969

Optional Form of Notice. A special form of the notice is permissible for works registrable in Classes F through K (maps; works of art, models or designs for works or art; reproductions of works of art; drawings or sculptural works of a scientific or technical character; photographs; prints and pictorial illustrations; and prints or labels used for articles of merchandise). This special notice may consist of the symbol ©, accompanied by the initials, monogram, mark, or symbol of the copyright owner, if the owner's name appears upon some accessible portion of the copies. A detachable tag bearing a copyright notice is not acceptable as a substitute for a notice permanently affixed to the copies.

Position of the Notice. For a book or other publication printed in book form, the copyright notice should appear upon the title page or the page immediately following. The "page

immediately following" is normally the reverse side of the page bearing the title. For a periodical, the notice should appear upon the title page, upon the first page of text, or under the title heading. For a musical composition, the notice may appear either upon the title page or upon the first page of music.

Notice for Unpublished Works. The law does not specify a notice for unpublished works. However, to avoid the danger of inadvertent publication without notice, it may be advisable for an author to affix notices to any copies that leave his control.

HOW LONG DOES COPYRIGHT PROTECTION LAST

The first term of statutory copyright runs for 28 years. The term begins on the date the work is published with the notice of copyright, or, in the case of unpublished works registered in the Copyright Office, on the date of registration. A copyright may be renewed for a second term of 28 years if an acceptable renewal application and fee are received in the Copyright Office during the last year of the original term of copyright, which is measured from the exact date on which the original copyright began. Several recent Acts of Congress have extended second-term copyrights that would have expired on or after September 19, 1962. For further information about renewal copyright and these extensions, write to the Copyright Office.

INTERNATIONAL COPYRIGHT PROTECTION

If a work is by an author who is neither a citizen nor a domiciliary of the United States and the work is first published outside the United States, special conditions determine whether or not the work can be protected by U.S. copyright. Specific questions on this subject, and questions about securing protection for U.S. works in foreign countries, should be addressed to the Register of Copyrights, Library of Congress, Washington, D.C. 20540.

For general information regarding international copyright matters, request Circular 38 from our Office. We also furnish on request the following current lists showing the copyright relations of various countries:

Circular 38A—International Copyright Relations

Circular 38B—Berne Union Member Countries

Circular 38C—Universal Copyright Convention Accessions and Ratifications

For information about the requirements and protection provided by other countries, it may be advisable to consult an expert familiar with foreign copyright laws. The U.S. Copyright Office is not permitted to recommend agents or attorneys or to give legal advice or information on foreign laws.

TRANSFER OR ASSIGNMENT OF STATUTORY COPYRIGHT

A copyright may be transferred or assigned by an instrument in writing, signed by the owner of the copyright. The law provides for the recordation in the Copyright Office of transfers of copyright. The original signed instrument should be submitted for the purpose of recording. It will be returned following recordation. For effective protection, an assignment executed in the United States should be recorded within 3 months from the date of execution. Assignments executed abroad should be recorded within 6 months. For information about assignments and related documents, request Circular 10.

APPLICATION FORMS

The following forms are provided by the Copyright Office, and may be obtained free of charge upon request:

*CLASS A — FORM A: Published book manufactured in the United States of America.

*CLASS A OR B —
FORM A–B FOREIGN: Book or periodical manufactured outside the United States of America (except works subject to the ad interim provisions of the Copyright Law of the United States of America; see Form A–B Ad Interim).

FORM A–B AD INTERIM: Book or periodical in the English language manufactured and first published outside the United States of America and subject to the ad interim provisions of the Copyright Law of the United States of America.

*CLASS B —
FORM B: Periodical manufactured in the United States of America.

FORM BB: Contribution to a periodical manufactured in the United States of America.

CLASS C — FORM C: Lecture or similar production prepared for oral delivery.

CLASS D — FORM D: Dramatic or dramatico-musical composition.

CLASS E
- FORM E: Musical composition by an author who is a citizen or domiciliary of the United States of America or which is first published in the United States of America.
- FORM E FOREIGN: Musical composition by an author who is not a citizen or domiciliary of the United States of America and which is not first published in the United States of America.

*CLASS F — FORM F: Map.

CLASS G — FORM G: Work of art; model or design for work of art.

*CLASS H — FORM H: Reproduction of a work of art.

CLASS I — FORM I: Drawing or plastic work of a scientific or technical character.

CLASS J — FORM J: Photograph.

*CLASS K
- FORM K: Print or pictorial illustration.
- FORM KK: Print or label used for article of merchandise.

CLASS L OR M — FORM L–M: Motion picture.

FORM R: Renewal copyright.

FORM U: Notice of use of musical composition on mechanical instruments.

***NOT TO BE USED FOR UNPUBLISHED MATERIAL (SEE PAGES 4 AND 5).**

MAILING INSTRUCTIONS

Address. All communications should be addressed to the Register of Copyrights, Library of Congress, Washington, D.C. 20540.

Fees. Do not send cash. Fees sent to the Copyright Office should be in the form of a money order, check, or bank draft, payable to the **Register of Copyrights.**

Mailing. Processing of the material will be more prompt if the application, copies, and fee are all mailed at the same time and in the same package.

AVAILABLE INFORMATION

This circular attempts to answer some of the questions that are frequently asked about copyright. For a list of other material published by the Copyright Office, write for "Publications of the Copyright Office." Any requests for Copyright Office publications or special questions relating to copyright problems not dealt with in this circular should be addressed to the Register of Copyrights, Library of Congress, Washington, D.C. 20540.

The Copyright Office cannot give legal advice. If you need information or guidance on matters such as disputes over the ownership of a copyright, getting a work published, obtaining royalty payments, or prosecuting possible infringers, it may be necessary to consult an attorney.

A pamphlet edition of "The Copyright Law of the United States of America" (Bulletin 14), with the Regulations of the Copyright Office, is available for 45 cents from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Oct. 1969—100,000 U.S. GOVERNMENT PRINTING OFFICE: 1969 O—357-992

HARVARD UNIVERSITY

CENTER FOR LAW AND EDUCATION

Mailing Address:

24 Garden Street
Cambridge, Massachusetts 02138
617-868-7600 x 4666
July 18, 1970

Mr. and Mrs. Julius Hobson
102 G Street SW
Washington, DC 20024

Dear Mr. and Mrs. Hobson:

I have enjoyed talking to you both and I have enjoyed working on this pamphlet. I think it can serve as a very important organizing tool in cities all over the country. I think that with less of a rush, it could have been made even better, but things never are as good as we want them to be, are they?

I don't know what proportion of my advice and editing you will be taking, but let me urge one principle on you:

> The people for whom this pamphlet is intended are new at the school game. If you present them with simplified graphic explanations of complex phenomena, you will leave them prey to sophisticated antagonists from the other side. It is better not to make a point at all than to make it in such a way that leaves the reader open to defeat. The pamphlet should be aimed more at inspiring than instructing. Get people started, then let them find out the complications. They will be better off in the long run if they learn themselves.

I do not want this principle to be taken as an expression of a low opinion of the people for whom the pamphlet is intended or for the fine work your organization has done in Washington. It is really an expression of a high opinion of the ability of school board officials to talk fast, flip charts, and load on the statistics. An early defeat at such hands could be disastrous to a new education group.

Specifically: I recommend dropping entirely Sections 7, 11, and 14. Section 7, on textbook distribution, does not tell the whole story. If Mr. Hobson's partial evidence on the distribution of audio-visual aids and other technological devices is correct, then the data on textbook distribution by themselves are not of great meaning. Section 11, the first Title I section, is confusing because it uses a median by schools to break down what are really per pupil expenditures. No one will be able to see that what is shown on the chart is that Title I funds are going to smaller schools. Further, if I were a school official, I would just point out that Title I funds are less than 3 per cent of the total. The real point to be made about Title I is that it is poor people's money and should go to poor people. Section 14, on reading scores, we have discussed. I do not believe that averaging the bottom five and top five bars on the graph is a good

solution as that method of presentation merely heightens the impression that low reading scores are the result of a difference of less than$100 in per pupil expenditures.

OK — Specific suggestions: Use Washington instead of D.C. or District; the latter are localized in meaning. Most sources do not capitalize
NO — the wordsblack or white. Leave the dates on the charts, but not in the text.
Section 2: Since there is no data on the class struggle in the chart, I suggest you leave it out of the discussion. It is enough to make the point that black school boards are not a panacea.
Section 3: As I suggested on the phone, try lumping together incomes above $10,000 to eliminate that confusing rise at the top.
Section 8: Since the chart doesn't give data on Anacostia, I suggest
OK thatxxx reference to it be eliminated. The next section covers the situation there.
Section 9: The statement about the Southern states is striking, but it might prove very discouraging to Southern groups reading the pamphlet.

Where I have changed differences in per pupil expenditures into differences per day or per week, which I think is a striking way of presenting them, I have assumed that Washington schools are on a 36-week year.

If you have any questions, comments, problems, please let me know when you call on Monday. I have also enclosed a copy of David Kirp's preface. He and I have discussed this editing and these suggestions together. We will be looking forward to hearing from you and to seeing the pamphlet.

Sincerely,

Tom Parmenter

Tom Parmenter
Editor

tp:gw

CC:DLKirp

1920-1970
Council of Churches of Greater Washington
Executive Offices · 1239 Vermont Avenue, N.W., Washington, D. C. 20005 · 202/638-1077
Program Office · 1419 V Street, N.W., Washington, D. C. 20009 · 202/234-2050

Mr. Julius Hobson
WIQE
300 M Street, S.W.
Washington, D.C. 20024

September 11, 1970

Dear Julius,

Thank you for your letter of August 17 informing me that I have had the honor of being elected as a director on the Board of WIQE.

Looking forward to further information and not very many meetings.

I am,

Very truly yours,

Philip

Philip

THE FIELD FOUNDATION
100 EAST 85TH STREET • NEW YORK, N.Y. 10028
212/535-9915

August 31, 1970

Washington Institute for
Quality Education
300 M Street, S.W.
Washington, D.C. 20024

Gentlemen:

Please send us at the above address 16 copies of the first issue of The Damned Children.

Enclosed is our check for $24.00.

Sincerely,

Lillian Alcock

Enc.

Lillian Alcock

TELEPHONE: (202) 265-8200

WASHINGTON URBAN LEAGUE, INC.

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STERLING TUCKER
EXECUTIVE DIRECTOR

September 17, 1970

Mr. Julius W. Hobson
Director
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D.C. 20024

Dear Julius:

Thanks for the copy of your recent publication, "The Damned Children."

It is persuasively informative and extremely well written and documented. I hope that it will be widely distributed, read and used.

If I can help with any of your work, please let me know.

Sincerely,

Sterling

Sterling Tucker
Executive Director

ST:crj

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GOVERNMENT OF THE DISTRICT OF COLUMBIA

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JOSEPH P. YELDELL
Councilmen

July 20, 1971

Mr. Julius Hobson
Washington Institute for Quality Education
300 M Street, S. W.
Washington, D. C. 20024

Dear Julius:

I commend you for the publication, The Damned Information. It is an excellent piece of work and compresses a very complicated subject into understandable form.

I appreciate having this as a useful tool for our legal staff at the City Council.

Sincerely yours,

GILBERT HAHN, JR.
Chairman, City Council

Hampton Institute
Hampton, Virginia 23368
10 August 1970

Dear Mr Hobson:

I am delighted to have received a copy of THE DAMNED CHILD just off the press. You have done an outstanding job of writing a guide for laymen who are in search of quality education for their children. The pamphlet is plainly written, to the point, and easy to understand. I hope that laymen and concerned citizens will have access to it whevever needed in the United States.

I wish that a similar guide could be written for Civil Service employees with grievances and complaints on post-wide level. Many such employees are being intimidated, harrassed, and oppressed into silence.

Thank you again for sending me a copy of THE DAMNED CHILD.

Most Sincerely,

JESSE J JOHNSON
LT COL RET

NATIONAL EDUCATION ASSOCIATION • 1201 16th St., N.W., Washington, D C 20036 • (202) 833-4000
HELEN P. BAIN, President
SAM M. LAMBERT, Executive Secretary

August 31, 1970

M E M O R A N D U M

TO: Mr. George Jones, Director, Center for Human Relations

FROM: Sim Taylor

Mr. Julius Hobson, Director, Washington Institute for Quality Education, sent the attached publication to me for review. In reading it I felt your office would find it of considerable interest. You also might know of others who would find it of value.

If you care to comment or have suggestions for Mr. Hobson, would you forward them to him at the Institute at:

300 "M" Street, S.W.
Washington, D.C. 20024
Phone: 554-3308

cc: Mr. Julius Hobson

UNIVERSITY OF Minnesota

COLLEGE OF EDUCATION • MINNEAPOLIS, MINNESOTA 55455

Office of the Dean

October 7, 1970

Julius W. Hobson
Director
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D.C. 20024

Dear Mr. Hobson:

I am in receipt of your letter of September 3, and the copy of the guide The Damned Children. I think this is a much needed, informative statement of the quality of our schools. Please continue this effort.

Let me know if there is anyway you feel that I can contribute to this project.

Please send me 50 copies of The Damned Children and bill me if there is any charge.

Sincerely,

Frank B. Wilderson Jr.

Frank B. Wilderson, Jr.
Assistant Dean
College of Education

Federal City College

Harland Randolph, Ph.D.
President

July 19, 1971

Mr. Julius Hobson
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D. C. 20024

Dear Julius:

Congratulations for another excellent publication.

Sincerely yours,

Harland

Harland Randolph

425 Second Street NW • Washington DC 20001 • 628-3226

Legal Defense Fund

NAACP LEGAL DEFENSE AND EDUCATIONAL FUND, INC.
10 Columbus Circle, New York, N.Y. 10019 • 586-8397

October 18, 1971

NAACP Legal Defense Fund
1028 Connecticut Ave. Suite 510
Washington D.C. 20036

Mr. Julius Hobson
Washington Institute for Quality
Education
300 M Street. S.W.
Washington D. C.

Dear Mr. Hobson:

Your recent publication, The Damned Information, is very useful. I would like to order four copies for members of the staff of the Division of Legal Information and Community Service. Kindly bill me for these copies.

Thank you.

Sincerely,

Phyllis McClure

(Mrs. Phyllis McClure

PAID 10/25/71

sent 10-20-71

William Raspberry

Working in the System

CONSERVATIVES who keep counseling dissidents to "work within the system" don't care much for Julius Hobson, in spite of the fact that he has made a career of practicing what they preach.

The reason is that their appeals to "work within the system" really translate into exhortations to make peace with the status quo. They find Hobson upsetting because he has become expert at working within the system *for change.*

His major successes—most notably in improving public education for black children—have resulted directly from his faculty for using the system to change the system.

His new booklet, "The Damned Information," gives some practical insights into how it is done. The booklet, published by the nonprofit Washington Institute for Quality Education which he heads, is the second in a series on society's "damned."

The first, "The Damned Children," points out how unequal treatment, financial and otherwise, has condemned ghetto youngsters to inadequate education. Subsequent publications will include "The Damned Administrators and the Budget," "The Damned Teachers" and "The Damned Black Federal Worker."

The "Damned Information" isn't the most interesting, but it may turn out to be the most useful of the lot. In it, Hobson explains that some of his fights have been made unnecessarily difficult by official reluctance to provide information that ought to be publicly available.

MORE TO the point, he provides practical pointers on how to force bureaucrats to make the information available.

The preface by Rep. John E. Moss (D-Calif.) describes Hobson's book this way:

"Not only is it a valuable tool in illustrating how the law can work for the individual, but it also is an important contribution toward enlightening the public as to the avenues of recourse available to them in cases where they are denied their right to information."

Moss was chairman of the subcommittee that created the Freedom of Information Act that Hobson has used to pry information out of reluctant officials.

"The Damned Information" lists step-by-step directions for requesting data, tells what to do when officials refuse to furnish it, and even suggests ways of getting congressmen and courts into the act.

It includes sample pleadings from successful lawsuits, including some of Hobson's, and a state-by-state analysis of information laws.

Some of the booklet's contents will be useful in law schools, among which Hobson hopes to find a market.

FAR MORE of it will be valuable to local activists who often find themselves relying too much on enthusiasm and too little on hard facts. This is especially true of the chapter that tells how to use the information once you've got it.

Hobson said he was moved to publish the booklet by requests from law students and civil rights activists who wanted to know how he had put his own successful cases together.

Most often, he said, they wanted to know how to document the things they knew to be true: how to prove discrimination in employment, how to measure discrimination in education, how to show unequal treatment in housing, public transportation or health services.

That sort of documentation has been a particularly strong point for Hobson, a statistician by profession. (The booklet is available for $3.95 at the Washington Institute for Quality Education, 300 M St. SW, 20024.)

Be warned: "The Damned Information" is not entertaining, although it might well have been. A recounting of the efforts involved in springing loose the information Hobson needed for his school suit, for instance, with some indication of how new bits of information influenced the shape of the litigation, could have added life to the 68 pages.

So could a glimpse at some of the strengths and weaknesses of his opponents. Or an occasional smile.

What Hobson has produced instead is a handbook that will appeal almost solely to those who intend to act. He tells them how to do it "within the system."

VASSAR COLLEGE
POUGHKEEPSIE, NEW YORK 12601
Office of the Dean

Director of Elementary Teacher Education — *The Five College Project* — *Director of Secondary Teacher Education*

October 23, 1970

Washington Institute for Quality Education
300 M Street, S.W.
Washington, D.C. 20024
Attn: Mr. Julius W. Hobson, Director

Dear Mr. Hobson:

We are much impressed with your publication and your mission. The booklet is both attractive and informative, and can be of great use to our students involved in the Teacher Education program at Vassar.

May we request ten additional copies for our curriculum and central libraries? Many thanks for your response.

Sincerely,

Emma McConnell

Emma McConnell
Director
Teacher Education

VASSAR COLLEGE
POUGHKEEPSIE, NEW YORK 12601
Office of the Dean

Director of
Elementary Teacher Education

The Five College Project

Director of
Secondary Teacher Education

October 23, 1970

Washington Institute for Quality Education
300 M Street, S.W.
Washington, D.C. 20024
Attn: Mr. Julius W. Hobson, Director

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Sincerely,

Emma McConnell

Emma McConnell
Director
Teacher Education

TELEPHONE: (202) 265-8200

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September 17, 1970

Mr. Julius W. Hobson
Director
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D.C. 20024

Dear Julius:

Thanks for the copy of your recent publication, "The Damned Children."

It is persuasively informative and extremely well written and documented. I hope that it will be widely distributed, read and used.

If I can help with any of your work, please let me know.

Sincerely,

Sterling

Sterling Tucker
Executive Director

ST:crj

SHARING IN UNITED GIVERS FUND

Urban Law Institute
2000 H Street, N.W.

July 21, 1970

Mr. Julius Hobson, Director
Washington Institute for Quality
Education
300 M Street, S.W.
Washington, D.C. 20024

Dear Julius:

Thank you for accepting our invitation to be a member of the Clients Advisory Committee to the Urban Law Institute.

The first meeting will be held on Tuesday, July 28, 1970, at 6:30 p.m. in Room 426 at The George Washington University, Student Center, located at 800 21st Street, N.W., Washington, D.C. 20006.

If you have any questions, please feel free to contact Mrs. Nina D. Small, Program Administrator, at Area Code 202-223-9715.

Sincerely,

Jean Camper Cahn

Jean Camper Cahn
Director

JCC:fm

OFFICE OF THE
REGISTER OF COPYRIGHTS

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WASHINGTON, D.C. 20540

SEP - 3 1970

Mr. Julius W. Hobson
300 M Street, S. W.
Washington, D. C. 20024

Dear Mr. Hobson:

The Copyright Office is in receipt of your application Form A, two copies, and $6.00 fee for the registration of the work entitled THE DAMNED CHILDREN.

The names of the copyright claimants given in line 1 of your application are: Julius W. Hobson and Washington Institute for Quality Education. The name in the copyright notice is: Julius W. Hobson.

In general, the name(s) given as copyright claimant(s) in the application should agree with the name(s) appearing in the copyright notice. In view thereof, since only the name "Julius W. Hobson" appears in the copyright notice on the deposited copies, we must request that you complete and submit a new Form A which contains only this name (Julius W. Hobson) at line 1 of the application.

Your affidavit (on page 2 of Form A) lacks the names and addresses of the establishments or individuals who performed the manufacturing processes as specified in the affidavit: typesetting or platemaking or lithographic process or photoengraving process or printing and binding, etc. These should have been written in the blank spaces marked "Names" and "Addresses." The affidavit is required by law, and registration in Class A cannot be made unless a complete affidavit has been properly executed and filed.

In reply, please refer to the date of this letter and to our CASH NO. 11537 "H".

Sincerely yours,
Herbert O. Roberts, Jr.
Head, Book Section
Examining Division

By: ~

Enclosures:
Form A
Appl. ret'd. (pages 1-2)
Circulars 10, 33

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OFFICE OF THE
REGISTER OF COPYRIGHTS

Mr. Julius W. Hobson
300 M Street, S. W.
Washington, D. C. 20024

Dear Mr. Hobson:

The Copyright Office is in receipt of your application Form A, two copies, and $6.00 fee for the registration of the work entitled THE DAMNED CHILDREN.

The names of the copyright claimants given in line 1 of your application are: Julius W. Hobson and Washington Institute for Quality Education. The name in the copyright notice is: Julius W. Hobson.

In general, the name(s) given as copyright claimant(s) in the application should agree with the name(s) appearing in the copyright notice. In view thereof, since only the name "Julius W. Hobson" appears in the copyright notice on the deposited copies, we must request that you complete and submit anew Form A which contains only this name (Julius W. Hobson) at line 1 of the application.

Your affidavit (on page 2 of Form A) lacks the names and addresses of the establishments or individuals who performed the manufacturing processes as specified in the affidavit: typesetting or platemaking or lithographic process or photoengraving process or printing and binding, etc. These should have been written in the blank spaces marked "Names" and "Addresses." The affidavit is required by law, and registration in Class A cannot be made unless a complete affidavit has been properly executed and filed.

In reply, please refer to the date of this letter and to our CASH NO. 117537 "H".

Sincerely yours,
Herbert O. Roberts, Jr.
Head, Book Section
Examining Division

By:

Enclosures:
Form A
Appl. ret'd. (pages 1-2)
Circulars 10, 33

AMRAM, HAHN & SUNDLUN

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WASHINGTON, D.C. 20005
TELEPHONE STERLING 3-3344
CABLE ADDRESS "HASUN"
TWX 710-822-0137
INTL. TELEX 64273

March 13, 1970

Philip Sorensen, Esq.
Executive Director
Cummins Engine Foundation
301 Washington Street
Columbus, Indiana 47201

Re: Washington Institute for Quality Education

Dear Mr. Sorensen:

I was counsel to Washington Institute for Quality Education in respect to its application for an exemption from Federal income tax as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1954, as amended. At the request of Mr. Julius W. Hobson, Director of WIQE, I am enclosing the following documents:

1. Internal Revenue Service ruling dated April 2, 1969;
2. Memorandum dated January 14, 1970 from Mr. Hobson to The Eugene & Agnes E. Meyer Foundation;
3. Proposal for continuation of WIQE through February 28, 1971 with following exhibits:
   (a) Estimated budget, March 1, 1970 through February 28, 1971;
   (b) Financial statement March 1, 1969 through November 30, 1969.

WIQE expects shortly to have and forward to you an annual statement for its last fiscal year ended February 28, 1970. Also, WIQE would appreciate receiving its grant from Cummins Engine Foundation in two installments, one-half now and the other half on or about September 1, 1970.

Please let us know if you have any questions or need any further information. Thank you for your courtesy.

Sincerely yours,

BRT
Enclosures
cc: Mr. Julius W. Hobson